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ABSTRACT

The report describes a technical assistance (TA) project in Minnesota designed to provide an information exchange system for educator and support personnel serving students with severe handicaps. Professionals (N=142) serving severely handicapped students responded to a survey form. Analyses of the surveys resulted in 132 individuals keynoted as technical assistants in 50 curriculum areas. Twenty-seven diskettes listing TA providers were then distributed to teachers and administrators in three regions. Information is briefly reviewed on the funding mechanism for TA, with an example cited in which a speech therapist requsts TA from another speech therapist. Extensive appendixes include forms and examples of correspondence. (CL)

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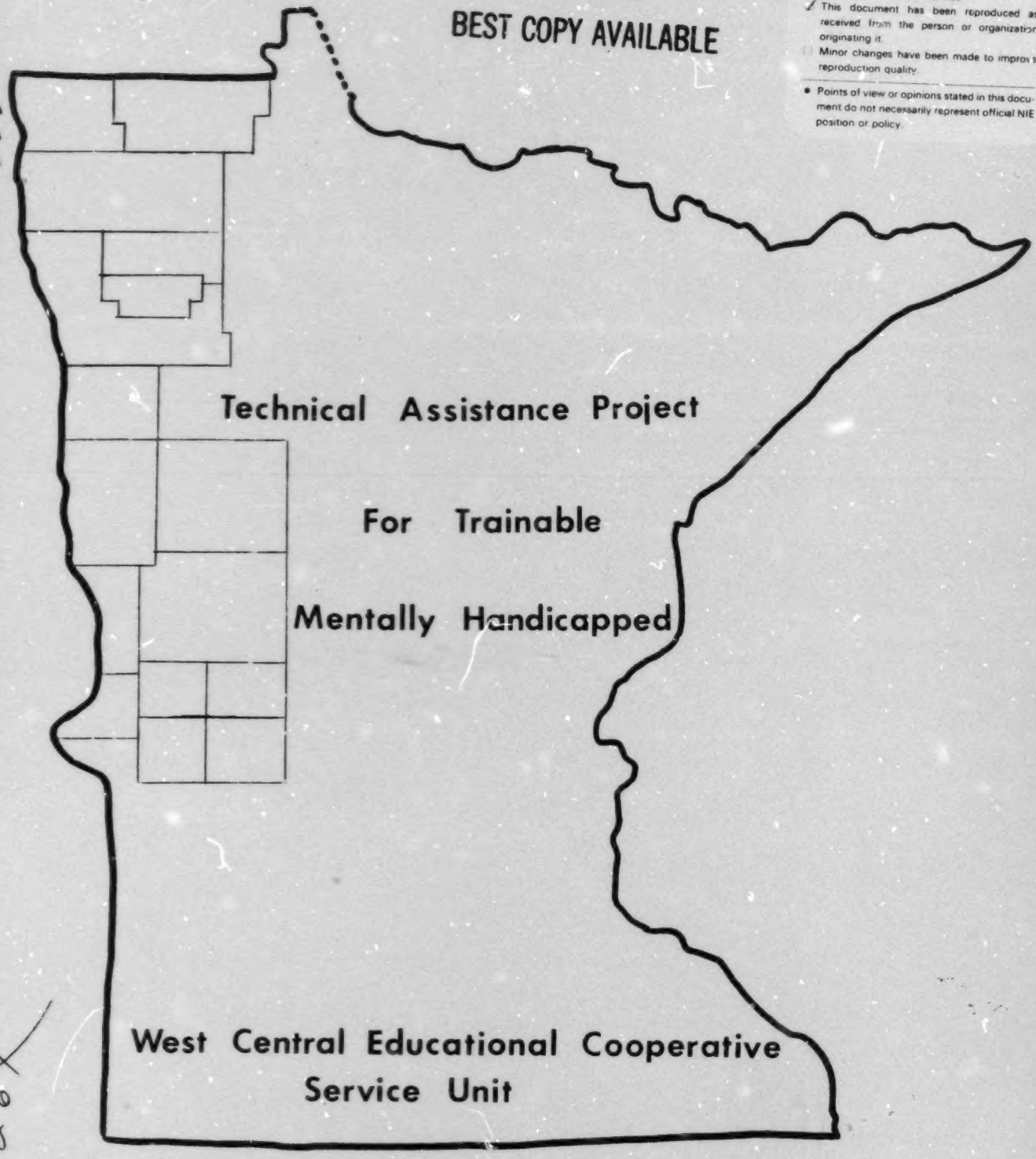

Technical Assistance Project

For Trainable

Mentally Handicapped

West Central Educational Cooperative Service Unit

DuWayne Balken, Executive Director

Prepared by Martee Bushfield
Gene Jurgens

EC 180262

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TECHNICAL ASSISTANCE PROJECT

FOR

TRAINABLE MENTALLY HANDICAPPED

COMMITTEE MEMBERS:

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Consultant
Minnesota State Department of Education

DuWayne Balken
Executive Director
West Central Educational Cooperative Service Unit

Martee Bushfield
Project Coordinator

Gene Jurgens
Computer Specialist

Submitted by:

Martee Bushfield
Project Coordinator

June 24, 1983

ABSTRACT

The technical assistance project was hosted by the West Central Educational Cooperative Service Unit to provide an information exchange system for Regions I, II and IV (Northwestern and West Central Minnesota). Through the combined efforts of the Directors of Special Education in Region IV, Minnesota State Department Consultant for Discretionary Projects, and the Director of the West Central Educational Cooperative Service Unit, the project was established.

Professionals who provide services for the severely handicapped students voluntarily completed a survey highlighting their skill areas. Once identified, these individuals can provide technical assistance through telephone conversations, exchanging materials, or "on site" consultations.

There is a need for information exchange in all areas of education. This need for communication is even greater when teaching students with severe handicaps. Through this project, Northwestern and West Central Minnesota school districts received an Apple II diskette listing professionals willing to serve as technical assistants.

PROJECT OBJECTIVES FOR EHA, TITLE VI, PART B

P.L. 94-142, STATE PROJECT .834006

1. To establish and define child development domains. Curriculum, establish sequential testing, and an E.R.I.C. search was completed to establish the child development comains. After reviewing the Portage Project, Memphis Project, Indiana Home Teaching Project and the Callier-Azusa, it was decided that the main categories used for the A.C.C.E.S.S. Project would be used. By using the A.C.C.E.S.S. Project "linkages" with another project could occur at a later date.

   In each of the three (3) technical assistance implementation meetings, several sequential programs were displayed. At these meetings, professionals were asked to share developmental domains.

   Mr. Halverson at the Region IV Director of Special Education Meeting requested that the A.C.C.E.S.S. Project be used. Two of the directors in Region [redacted] considering purchasing the A.C.C.E.S.S. Project.

   The special net project presently in the State of Minnesota could be used as a linkage also.

   The federal resource project in Kentucky (Dr. Helge) and the resource project at Missouri were interviewed. They indicated that their surveys and requests for technical assistance were for general areas and not for severely and profoundly handicapped. Both sites requested information upon completion of this project.

   The domains established can be found on Table I.

2. To identify the technical assistance personnel available to programs serving severely and profoundly handicapped students. Public awareness of the technical assistance project was accomplished through meetings with E.C.S.U. Directors, Directors of Special Education and on-site visits with teachers. (See Table II).

State conferences were attended, regional conferences were held and local inservices were presented. At each meeting the philosophy of teachers sharing with teachers was described.

One hudnred forty-two (142) individuals responded to the survey form (Table III). The survey was developed using an initial fill-in-the-answer format. On this draft, a survey form using circle-the-answer was distributed. (Table IV)

3. To catalog resources and transfer that information to software that can be used with a micro-computer.

The surveys returned were reviewed and clarified. One hundred thirty-two (132) individuals were keynoted to be technical assistants. Of the fifty-three (53) curriculum areas, two (2) did not have responding technical assistance personnel. The areas were: dishwashing (curriculum area #41) and commercial laundry (curriculum area #43).

The information distribution was completed through mailings and direct contact (Table V). In addition to the formal context, 260 informal contacts were made with the surveys (at conferences in conjunction with the display).

Twenty-seven (27) diskettes have been distributed in Regions I, II and IV. Teachers, Directors of Special Services, Directors of the Educational Cooperative Service Units and selected Superintendents have received the diskette.

A printed catalog of the data on the diskette was generated. Because the intent of the grant was to use the diskette, the printed catalog was not distributed. An abbreviated list was given to the Directors of Special Education and teachers at the implementation meetings for the project. (Table VI).

The final product of the diskette has been made available by requesting it. There have been three (3) requests for diskettes by individuals in Regions I, II and IV.

4. To establish mechanism for implementation of the project.

The project and its utilization was promoted at several Directors of Special Education meetings. It must be stated that actual implementation of the technical assistance project was not one of the 1982-1983 objectives. It was determined in March of 1983 that technical assistance exchanges should occur. Specifically, the last month of May was targeted to provide a sampling of technical assistance exchanges. It was felt that utilization of the project would indicate administrative and faculty interest in the program.

PROJECT OBJECTIVES NOT LISTED IN THE 1983 APPLICATION

To begin qualifying technical assistance exchanges.

Printed on Table VII it is stated that there will be no "quality control" indicators for the 1982-1983 project. Once it was decided that exchanges would occur, a follow-up draft of a volitative report was distributed. The results from this feedback mechanism indicate that the exchanges were "too close to the end of the year". There were some positive remarks, but on the whole, further refinement of this feedback instrument needs to occur.

EVALUATION AND ACTIVITIES SUCCESS

The following activities were completed during the 1982-1983 technical assistance project:

1. One hundred forty-two (142) individuals resjonded to a survey sent to them in the mail.

2. Five (5) exchanges occurred between special education programs due directly to the project.

3. General interest in other regions has been expressed by Regions V and VIII as well as Directors of Special Education in Rochester.

4. Three (3) meetings were held with technical assistance providers and consumers.

5. Five (5) initial exchanges occurred during the month of May, 1983.

6. Fourteen (14) days of meetings with teachers and inservices were provided for Region IV Directors and teachers of the trainable mentally handicapped.

7. The Limited English Proficiency Section has replicated the design of the project and will be using it to locate resources.

8. The project was placed on rural bulletin boards to research other projects.

9. Developmental Achievement Centers, physicians, psychologists and related service personnel were contacted with a survey.

10. A brochure was developed describing the technical assistance project.

RECOMMENDATIONS FOR IMPROVEMENT OF THE TECHNICAL ASSISTANCE PROJECT

The following recommendations are meant to assist in developing the project to its fullest potential:

1. The survey form which was sent to individuals provided services to mentally handicapped students needs to be made less complicated.

   a. Circling the curriculum areas would be less complicated than writing the numbers down.

   b. "Punching out" the curriculum areas which a technical provider felt most confident might be easier.

   c. Telephone interviews might be more cost-effective and should be considered.

2. Qualitative feedback sheets need to be condensed to fit on one page.

3. Additional diskettes should be mailed to teachers of the trainable mentally handicapped.

4. Tough the directors were initially supportive of the project, concentrated efforts need to be maintained to insure technical assistance exchanges.

5. There is a need for more resources in the area of medical and psychological services.

6. The program on the diskette needs to indicate;

   a. Number of individuals in each curriculum area.

   b. Curriculum areas need to be listed at the beginning of the program on the diskette.

   c. Even throughout the year there were reasons to edit the program, therefore, editing procedures will need to be in place.

7. Regions I and II did not actively participate in the teacher exchanges. There will need to be a commitment on the part of the Directors of Special Education to insure the productivity of this grant.

8. There is still resistance in using the Apple computer. This may be due to inexperience or "lack of time".

9. A consultant hired to assist in the area of severely and profoundly handicapped students should encourage the usage of this project. This would help in service delivery through the technical assistance project.

COMPUTER SPECIALIST RECOMMENDATION

Gene Jurgens

1983-1984 Proposal

1. On the computer diskette the number of how many individuals in each area should appear at the beginning of the listing.

2. The curriculum areas that have been used for categorizing individual skills should appear at the beginning of the program.

3. There will need to be an updating and adding to the present diskette.

4. The editing program must be developed so that changes can be made easily in the names of individuals listed.

POTENTIAL FOR CONTINUATION

There are six (6) areas which could be developed further in the technical assistance project. They are as follows:

1. The Directors of Special Services have indicated that they would like to have an administrative curriculum area added to the project. Administrative services could be exchanged.

2. For the project to be fully implemented, alternative modes of resource distribution will need to be researched. Special net, the A.C.C.E.S.S. Project in Willmar, and additional computer diskettes may be alternatives.

3. The quality control component of the technical assistance project will need to be formalized.

4. A video tape recorder might be an effective way to insure inservice for technical assistance providers.

5. An accurate measurement of teacher exchanges must be kept to document the effectiveness of this project.

6. Indirect consultation for severely and profoundly handicapped children should occur simultaneously with technical assistance usage.

7. Assistance to programs to help target areas of need must occur. Some of the special education parograms are unable to pinpoint specific areas in which they need assistance.

8. A minimum of fifteen (15) teacher exchanges must occur to be considered cost-effective for Regions I, II and IV. The timeline will be September through December, 1983.

9. An informational session with the Directors of Special Education for Regions V and VIII should be planned. Replication should be encouraged if the Directors of Special Education are willing to distribute and collect surveys.

ADVANTAGES:

* Direct contact between two service providers.

* Support and possible extended communication established between two providers (information exchange).

* Positive experience for technical assistance provider to work in another setting. (Both provider and recipient gain through discussions.)

* Cost effective.

* Improved services for severely handicapped students.

LIMITATIONS:

* There is no "quality control" insured. Consultive skills of the provider are established through references, superintendents or directors of special education.

* Technical assistance providers and receivers may have individual characteristics which make discussions less productive. (If procedure is followed, this should not occur.)

* Students who receive the substitute teacher may not receive maximum instruction for that day.

TECHNICAL ASSISTANCE

PROVIDED BY:

* Telephone conversations.
* Printed information exchanges.
* Personnel exchanges.
* Newsletters.
* Curriculum or material exchanges.

POSSIBILITIES:

* Include administrative exchange component. (superintendent listings, directors of special education resources).
* Include other disabilities exchange component. (educable mentally handicapped, Title I, psychologists).
* Classroom teacher exchange component. (K-12 teacher in specific or non-specific areas).
* Develop into a statewide model.

OPTIONS FOR CONSIDERATION

1. Requesting district is billed by the providing district for the cost of the substitute, plus mileage.

2. An even exchange of technical assistance occurs. Each district is responsible for the expense of their technical assistance provider.

3. Depending on funding, the technical assistance grant may pay for the mileage and lunch of the technical assistance provider.

4. The district receiving technical assistance may use P.L. 94-142 "inservice money" to fund the process.

FUNDING MECHANISM FOR TECHNICAL ASSISTANCE

P.L. 94-142

Each "non-duplicated child count" figure is equal to $4.00 inservice monies.

* Depending on individual cooperatives or districts, inservice monies can be requested to fund technical assistance.

* Projects serving the low incident population (severely handicapped) are being subsidized by the State Department of Education (Title IV-Part D).

* Categorical aid for substitute pay may allow for 60% reimbursement.

EXAMPLE

Crookston (speech therapist) may request technical assistance from Goodridge (speech therapist).

TOPIC:	GROUP LANGUAGE INTERVENTION MODEL	
COST TO CROOKSTON:	Substitute-	$ 38.00
	Mileage (@ $.24)-	28.80
	Lunch-	4.00
	TOTAL-	$ 70.80
PRESENT COST:	Consultant (@ $20)-	$ 160.00
	Mileage-	28.80
	TOTAL-	$ 188.80

PROJECT CONTRIBUTORS

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Kenneth Burt
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Morris, Minnesota 56267

Orris Leabo
Director of Special Education
Chairperson-Directors of Special Education
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Fergus Falls, Minnesota 56537

James Kjeldstrup
Director of Special Education
702 Lake Avenue
Detroit Lakes, Minnesota 56501

Thurm Wetteland
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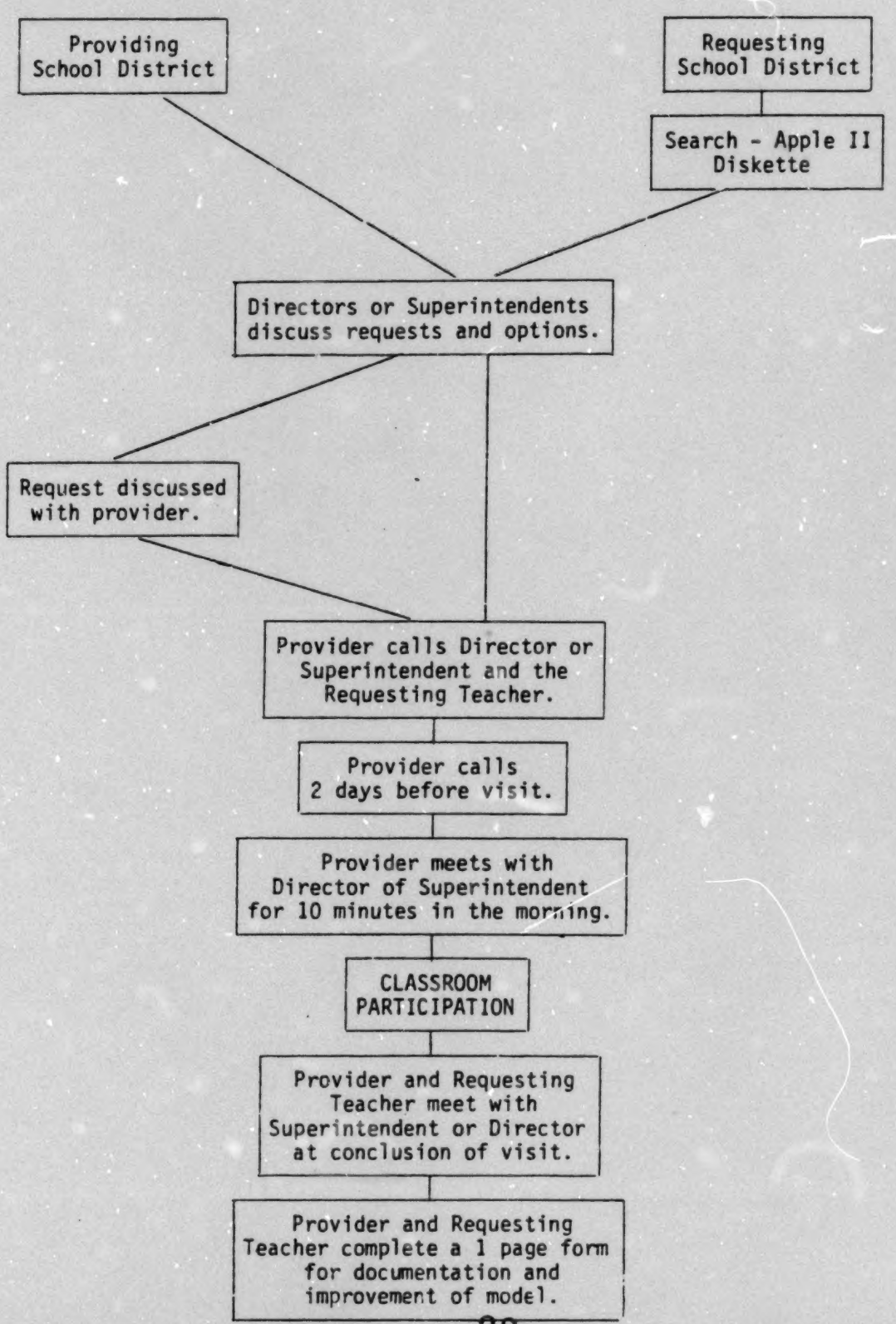
Audubon, Minnesota 56511

TECHNICAL ASSISTANCE


Providing School District
Requesting School District
Search - Apple II Diskette
Directors or Superintendents discuss requests and options.
Request discussed with provider.
Provider calls Director or Superintendent and the Requesting Teacher.
Provider calls 2 days before visit.
Provider meets with Director of Superintendent for 10 minutes in the morning.
CLASSROOM PARTICIPATION
Provider and Requesting Teacher meet with Superintendent or Director at conclusion of visit.
Provider and Requesting Teacher complete a 1 page form for documentation and improvement of model.

CURRICULUM AREAS

01	Instructional Readiness
02	Toileting
03	Adapted Physical Education
04	Fine Motor
05	Gross Motor
06	Eating
07	Dressing
08	Grooming
09	Family
10	Public Dining
11	Swimming
12	Sports
13	Communication
15	Social Behaviors
16	Common Objects
17	Group Activities
18	Individual Activities
19	Housecleaning
20	Clothing Care
21	Clothing Selection
23	Functional Math
24	Managing Time
25	Reading
26	Written Communication
28	Assistive Devices
29	Community Mobility
30	Safety/First Aid
31	Food Preparation
32	Food Purchasing
33	Consumer Skills
34	Pre-Vocational
41	Dishwashing
43	Commercial Laundry
44	Hotel Housekeeping
45	Commercial Maintenance
50	Behavior Concerns

TABLE II

GROUP DISCUSSIONS PRESENTED

Alexandria: Trainable Mentally Handicapped classroom teachers and aides - October 1, 1982.

Fergus Falls: Occupational therapists - November 11, 1982.

Morris: Trainable Mentally Handicapped classroom teachers and aides - November 18, 1982.

Moorhead: Coordinators and teachers of the trainable mentally handicapped - December 5, 1982.

Detroit Lakes: Multi-handicap programs - November 4, 1982.

Barnesville: Meeting with teachers of the educable mentally handicapped and trainable mentally handciapped (intermediate and secondary levels) - November 5, 1982.

SEMINARS

The technical assistance project was described and presented to the following groups. Survey forms were distributed at each conference.

Minnesota Association for the Severely Handicapped
October 29, 1982.

Minnesota Deaf-Blind Conference
April 29, 1983

Northeastern Educational Cooperative Service Unit
May 11, 12, 1983

Fergus Falls Community College
Directors and Teachers of Special Education-Region IV
March 7, 1983

Moorhead Public Schools
Project Usage-Directors and Teachers
April 21, 1983

Goodridge Public Schools
April 20, 1983

Headstart-Tri-State Inservice
Bismarck, North Dakota
February 2, 1983

Inter-Agency Forum
Crookston
March 21, 1983

Regions I and II-Inservice on Project Implementation
University of Minnesota-Crookston
March 21, 1983

Presentation to Registered Occupational Therapists
Regions I, II and IV
Project Review by DuWayne Balken and Char Ryan
Directors of Special Education, Regions I and II
Northwestern Educational Cooperative Service Unit
February 18, 1983

MEETING WITH DIRECTORS OF SPECIAL EDUCATION

REGION IV

September 9, 1982

January 21, 1983

March 7, 1983

April 25, 1983

June 7, 1983

REGIONS I & II

February 16, 1983

March 16, 1983

April 6, 1983

April 27, 1983

May 10, 1933

TABLE III

December 1, 1982

Technical Assistance Survey Returns

NAME	ADDRESS	PHONE NUMBER
Peggy Kraft	810 4th Ave. South, Moorhead, MN 56560	(218)236-6400
Arnold W. Grossman	810 4th Ave. South, Moorhead, MN 56560	(218)236-6400
Mary Dahl	Moorhead Sr.,High, 810 4th S.,Moorhead, MN 56560	(218)236-6[illegible]
Vivian Storm	Riverside-Wash., Moorhead, MN 56560	(218)236-6400
Connie Frederick	Riverside-Wash, Moorhead, MN 56560	(218)236-6400
Vicky Anderson	Riverside 14th & 4th Ave., Moorhead, MN 56560	(218)236-6400 X26
Victoria Vorachek	Riverside, Moorhead, MN 56560	(218)236-6400 X26
Candace Richards	Edison, Moorhead, MN 56560	(218)236-6400 X24
Margaret Busacca	810 4th Ave., S., Moorhead, MN 56560	(218)236-6400 X20
Joanne McCarl	Washington, 901 14th St. N., Moorhead,MN56560	(218)236-6400
Larry Burd	13005 Columbia Road, Grand Forks, ND	(701)780-2477
Joel Ortega	Moorhead Pub., Moorhead, Mn 56560	(218)236-6400 X20
Sandra Bellin	Middle School, Fergus Falls, MN 56537	(218)736-5601
Marc A. Brower	Lake Region Reh. Ind., Box 404, Fergus Falls,MN	(218)736-5668
Karrie Lee Kapsner	Middle School, Park Rapids, MN 56470	(218)732-3333
Larry Mollins	Perham Elem. 200 5th, S.E.,Perham, MN 56573	(218)346-6500
Janice Libby	Morris Public Sch.,200 W 11th,Morris, MN 56267	(612)589-1675
Ernest J. Watson	Midwest Sp. Ed. Coop, 600 Columbia, Morris,MN56267	(612)589-4248
Susan B.MacKechney	Lincoln, Alexandria, MN 56308	(612)762-2141
Carol Pelvit	Breckenridge Pub., N. 8th & Beede Ave.,Breckenridge	(218)643-6681
Lloyd A. Petri	Dept. of Ed., 550 Cedar, St. Paul, MN 55101	(612)296-5707
James I. Swenson	115 S. Vine, Fergus Falls, MN 56537	(218)739-2217
Renee Larsen	Adams-301 W. Bancroft, Fergus Falls, MN 56537	(218)736-3215
Bonnie Hein	A.C.T.I.O.N. Center,St.Hosp,Fergus Falls,MN56537	(218)739-2450
Wayne Fisher	Child Eval & Treatment Progr.1300 S. Columbia Rd Grand Forks, ND	(701)780-2477
Ann Heines	Perham Pub., 200 5th St. S.E. Perham, MN 56573	(218)346-6500
Maureen Murphy	Ashby School, Box C, Ashby, MN 56309	(218)747-2200
Leland H. Lipp	Box 5148, Grand Forks, ND	(701)746-8376
Nancy Zerr	Midwest Special Ed., 600 Columbia, Morris, MN	(612)589-4248
Kathy Domarus	Lincoln, Alexandria, MN 56308	(612)762-2141 X29
Sandy Gaudry	R.R. 1, Grand Forks, ND	(701)775-5830
Marsha L. Schuetze	TMH Program, Fergus Falls, MN 56537	(218)739-7359

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December 1, 1982

Technical Assistance Survey Returns

NAME	ADDRESS	PHONE NUMBER
Lois Madigan	Crookston School, Highland Elem.,Crookston,MN56716	(218)281-5600
Dale Jacobson	Middle School, Fergus Falls, MN 56537	(218)736-5601
Jeanette Pattinson	Mn Dept. of Health,Box 675,Fergus Falls,MN56537	(218)739-7585
Eleanore Logan	Chokio-Alberta, Chokio, MN 56221	(612)324-7131
Bonnie Sanders	A.C.T.I.O.N. Center, Fergus Falls, MN 56537	(218)739-7240
Glenn Jay Rosentreter	Middle School, 601 E. Randolph, Fergus Falls, MN	(218)736-5601 X42
Joyce Nelson	Grant Co.D.A.C., 302 Dakota Ave,Hoffman,MN 56339	(612)986-2923
Sandy Westerham	Minn. Special Olympics, 10581 Johnson Ave.S. Bloomington, MN 55437	(612)888-0883
Faye M. Hilde	Twin Valley Public Sch.,Twin Valley, MN 56536	(218)584-5151
Gretchen Myhre	Becker Co.DAC, 900 East Central,Detroit Lakes, MN	(218)847-1161
Rhoda P. Erhardt	2109 3rd St.N., Fargo, ND 58102	(701)237-6456
Yvonne Breuer	Herman Community, Herman, MN 56248	(612)677-2991
Polly Reed	Lincoln, Thief River Falls, MN 56701	(218)681-2700 X390
Opal E. Olson	Chokio-Alberta, Chokio, MN 56221	(612)324-7131
Lowell Bolger	Moorhead Public,810 4th S.,Moorhead, MN 56560	(218)236-6400
Mary Meyer	Jr. High, Detroit Lakes, MN 56501	(218)847-9228
Shirley Fehnriele	Douglas Grant Co., Box 823, Alexandria, MN 56308	
Lawrence Eisinger	Fergus Falls Medical Group, Fergus Falls, MN 56537	(218)739-2228
Dale Campbell	Lakeland Mental Health, 126 E. Alcott, Fergus Falls	(218)736-6987
Clark Daley	Frazee Pub.School, Frazee, MN 56544	(218)334-3181
Chris Biegner	Central Jr., 8th and Elm,Alexandria, MN 56308	(612)762-2141
LaVerne Dyrstad	Central, Alexandria, MN 56308	(612)762-2141
Shirley Richards	Central, Alexandria, MN 56308	(612)762-2141
Barbara Swalley	1505 Ridgeway Dr., Alexandria, MN 56308	(612)762-2141
Linda Trosdahl	Alexandria Public, Alexandria, MN 56308	(612)762-2141 X296
James Ormand	Friendship Village,3004 11th St. South Fargo, ND 58103	(701)235-8217
Marlene Fagerland	Riverside-Wash., Moorhead, MN 56560	(218)236-6400
Rhonda Smith	Riverside, Moorhead, MN 56560	(218)236-6400 X261
Bob LaOua	Townsite 810 4th S., Moorhead, MN 56560	(218)236-6400
Judith Cruz	Riverside, 4th 14th Ave., Moorhead, MN 56560	(218)236-6400
Alice Ellingsberg	810 4th Ave. South, Moorhead, MN 56560	(218)236-6400 X219

December 1, 1982

Technical Assistance Survey Returns

NAME	ADDRESS	PHONE NUMBER
Patrick Sagerhorn	Adams Elem., Fergus Falls, MN 56537	(218)736-3215
Dale R. Johnson	Moorhead Senior, Moorhead, MN 56560	(218)236-6400 X31
Julie Kleven	Highland-Central, Crookston,MN 56717	(218)281-5600
Jan Brenden Haugrud	Pelican Rapids Pub. Sch.,Pelican Rapids, MN 56572	(218)863-3111
Vernon C. Nordmark,Ph.D	Polk Ct. Group Homes, Inc,315 Summit Ave., Crookston, MN 56716	(218)281-5113
Mark Bourdon	Svee Rehabilitation Home, 1307 11th St. S. Box 389, Fargo, ND	(701)232-6234
James H. Norvell	Northern Lights Council	
Terri Overbeck	Clay County Public Health Nursing Service Moorhead, MN 56560	
Joann Strand	Detroit Lakes Pub.Sch., Detroit Lakes, MN 56501	(218)847-9271
Paula Garni	Bemidji Pub. School, Bemidji, MN	(218)751-2160
Brenda Ryan	Bemidji Pub. School, Bemidji, MN	(218)751-2160
Terry R. Morris	Park Rapids Public Sch., Park Rapids, MN 56470	
Carol Benson	Mahnomen Pub. School	
Karen Adkins	Roseau Pub. School	
Desiree Klimesh	Roseau Pub. School	
Frances Johnson	Roseau Pub. School	
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TABLE IV

DUWAYNE BALKEN, Executive Director
LAURIE SATRE, Planning Curriculum-Consultant
ARLENE LEDBETTER, Administrative Assistant
YVONNE BURT, Office Manager

Becker, Clay, Douglas, Grant, Otter Tail
Pope, Stevens, Traverse, Wilkin Counties

Telephone 218-739-3273
205 East Lincoln Avenue
Fergus Falls, MN 56537

WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

A special discretionary project has been funded by the State Department of Education, Special Education Section. The purpose of the grant is to develop a technical assistance resource listing for services for severely mentally handicapped students. A person who provides help to a school district in the form of inservices or on-site visits is considered a technical assistant. Technical assistance may be provided through inservices, telephone conversations, mail correspondence, teacher exchanges and consultants.

Please fill out the survey and return it to: Martee Bushfield, 205 East Lincoln, Fergus Falls, Minnesota 56537. From this information a computerized resource list will be generated.

mr

WCEC BOARD

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Robert Espelien, Hancock; Rene Reuther, Breckenridge

SEVERELY PROFOUNDLY HANDICAPPED
TECHNICAL ASSISTANCE SURVEY

REGION # _____

NAME: _____ CERTIFICATION: _____

SCHOOL: _____ YRS. OF EXPERIENCE: _____

ADDRESS: _____ HOME PHONE: _____

PHONE: _____ DIRECTOR OF SPECIAL EDUCATION:

PRESENT ASSIGNMENT: _____ _____

With what types of disabilities have you been actively working? Circle one.
01 Physically Impaired 03 Visually Impaired 05 Multiply Handicapped
02 Severely Mentally Handicapped 04 Auditorially Impaired 06 Autistic 07 Deaf-Blind

After reviewing the curriculum areas and sub-categories, please list which types of technical assistance you would feel comfortable providing:

GENERAL CURRICULUM AREA NUMBER: SUB-CATEGORIES:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

What types of training have you had in this area? Circle appropriate answers.
01 College Course Work 03 Graduate Studies 05 Seminars
02 Inservice Training 04 On-the-Job Experience

Have you presented workshops or acted as a resource for teachers in these areas? Please list the titles. (Limit to five.)

_____ _____ _____

_____ _____

Which month would be most convenient for you to provide technical assistance? _____

Please list two (2) references who could determine your skills as a resource person:

NAME: _____ PHONE: _____

NAME: _____ PHONE: _____

Whom would you recommend as being a possible technical assistance provider?

NAME: _____ PHONE: _____

From the curriculum areas and sub-categories, in what areas do you feel you would like technical assistance?

NUMBER: SUB-CATEGORIES:

_____ _____

_____ _____

_____ _____

What would be the most meaningful way an individual could provide you this assistance?
01 Inservice during school day. 03 College course offering.
02 In the classroom with the students. 04 Conference. 05 On-site visitation.

How would you see the technical assistance individual being evaluated? _____

_____

Which would be the best month of the year to have someone provide technical assistance?

_____.

CURRICULUM AREAS

01	Instructional Readiness	13	Communication	28	Assistive Devices
02	Toileting	15	Social Behaviors	29	Community Mobility
03	Adapted Physical Education	16	Common Objects	30	Safety/First Aid
04	Fine Motor	17	Group Activities	31	Food Preparation
05	Gross Motor	18	Individual Activities	32	Food Purchasing
06	Eating	19	Housecleaning	33	Consumer Skills
07	Dressing	20	Clothing Care	34	Pre-Vocational
08	Grooming	21	Clothing Selection	41	Dishwashing
09	Family	23	Functional Math	43	Commercial Laundry
10	Public Dining	24	Managing Time	44	Hotel Housekeeping
11	Swimming	25	Reading	45	Commercial Maintenance
12	Sports	26	Written Communication	50	Behavior Concerns

SUB-CATEGORIES

01-1 Eye Contact
01-2 Number Concepts
01-3 Writing Skills
01-4 Matching Skills
01-5 Understanding Abstract Concepts
01-6 Identifying Objects
01-7 Understanding Prepositions
01-8 Naming Objects
01-9 Labeling Colors

02-1 Fox Methodology
02-2 Conditioning
02-3 Charting
02-4 Establishing Program
02-5 Parent Communication

03-1 Establishing a Program
03-2 Curriculum
03-3 Working with Occupational and Physical Therapists

04-1 Push/Pull Object
04-2 Upper Extremities
04-3 Coloring
04-4 Head Righting
04-5 Tone Normalization
04-6 Weight Bearing
04-7 Grasping Reflex
04-8 Cutting with Scissors
04-9 Pointing

05-1 Kicking
05-2 Lower Extremities
05-3 Upper Extremities
05-4 Weight Bearing
05-5 Reading for Objects
05-6 Walking Up & Down Stairs
05-7 Standing
05-8 Jumping
05-9 Independent Movement

06-1 Choking as a Form of Self-Injurious Behavior
06-2 Sucking and Swallowing
06-3 Chewing
06-3 Self-feeding
06-4 Introducing Solid Foods
06-5 Drinking from a Cup
06-6 Finger Feeding
06-7 Spoon Feeding
06-8 Family Style Approach to Dining
06-9 Gavage Feeding

07-1 Cooperationg with Dressing
07-2 Independent Dressing
07-3 Adaptive Clothing

08-1 Bathing
08-2 Washing Hands and Face
08-3 Hair Cutting
08-4 Nail Cutting

09-1 Sibling Relationships
09-2 Family Systems
09-3 Stress Reduction Techniques
09-4 Parent Involvement
09-5 Parent Cooperation
09-6 Individual Education Plans and the Family
09-7 Counseling Approaches
09-8 Care-givers Being Seen as "Family"
09-9 Infant Bonding

10-1 Sensitivity Training
10-2 Community Resources
10-3 Developing Field Trips
10-4 Curriculum and Sequencing

11-1 Entering Water
11-2 Submerging
11-3 Floating
11-4 Movement
11-5 Games and Activities
11-6 Curriculum

12-1 Minn. State Special Olympics
12-2 Recreation and Park Depart
12-3 Community Education
12-4 Adaptive Sports

13-1 Bliss Symbols
13-2 Communication Board
13-3 Sign Language
13-4 Pre-signing Skills
13-5 Alternative Communication
13-6 Adaptive Equipment Communi-
13-7 Communication Devices
13-8 Eye Pointing
13-9 Gestural Speech

15-1 Personal Attention & contact
15-2 Pre-social Interaction
15-3 Interaction with Adults
15-4 Interaction with Children
15-5 Interaction with Family
15-6 Cooperation
15-7 Exploration
15-8 Initiative
15-9 Self-confidence

16-1 Naming
16-2 Presenting New Objects
16-3 Imitation of Usage
16-4 Anticipating Familiar Usage
16-5 Recognizing Familiar Object
16-6 Remembering Where an Object Is
16-7 Recognizing Object by Seeing Only Part
16-8 Association of Familiar Objects
16-9 Developing Uses of Common Objects

17-1 Social Interaction
17-2 Peer Relationship Building
17-3 Special Olympics
17-4 Interpreting Social Responses
17-5 Playing In Interactive Manner
17-6 Games
17-7 Field Trip Planning
17-8 Involving Community Resources

18-1 Reflecting Thinking and Imagination in Play
18-2 Encouraging Parallel Play
18-3 Using Toys and Play Situations
18-4 Selecting Toys

21-1 Selection
21-2 Purchasing
21-3 Adapted Clothing

23-1 Recognizing Quantity
23-2 Realistic Math Expectations
23-3 Curriculum Development
23-4 Sorting as it Relates to Math

24-1 Time Management in a Classroom
24-2 Scheduling Techniques
24-3 Teaching Basic Time
24-4 Leisure Time Management
24-5 Increasing Productivity

25-1 Pre-letter Recognition
25-2 Letter Rcognition
25-3 Sign Recognition
25-4 Values of Reading
25-5 Reading Curriculum

26-1 Adaptive Devices
26-2 Computer Implementation
26-3 Prerequisites to Writing
26-4 Writing Names

28-1 Adapting Wheelchairs
28-2 Walkers
28-3 Splints
28-4 Standing Boards
28-5 Protective Helmets
28-6 Transferring Units
28-7 Bus Alterations

29-1 Riding a City Bus
29-2 Orientation and Mobility
29-3 Developing Handicapped Accessibility
29-4 Community Transportation

30-1 Convulsive Disorders
30-2 Allergies
30-3 First Aid Curriculum
30-4 First Aid in the Classroom
30-5 First Aid Training
30-6 Medical Terminology

31-1 Textures and Food Preparation
31-2 Puried Food
31-3 Blenders and Food
31-4 Semi-solid Foods
31-5 Establishing Likes and Dislikes for Foods
31-6 Introducing Solid Foods

32-1 Nutrition and Dietary Concerns
32-2 Economics and Food
32-3 Calories
32-4 Institutional Food Purchasing

33-1 Consumer Rights
33-2 Consumer Liability

34-1 Appropriate Work Behaviors
34-2 Manipulative Skills
34-3 Task Completion
34-4 Delayed Gratification
34-5 On-Task Skill Development
34-6 Time Management
34-7 Contracting Work
34-8 Funding Sources

50-1 Self-Injurious Behaviors
50-2 Mouthing Objects
50-3 Withdrawn Behavior
50-4 Anxiety Reactions
50-5 Depressive Affect
50-6 Self-stimulating Behavior
50-7 Destructive Tendencies
50-8 Anger Towards Others
50-9 Hyperactivity

WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

DUWAYNE BALKEN, Executive Director

Telephone: 218-739-3273
205 E. Lincoln Avenue
Fergus Falls, MN 56537

Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stevens, Traverse, Wilkin Counties

ADMINISTRATIVE PERSONNEL

Office Manager
Yvonne Burt

Business Manager
Pam Krueger

REGIONAL CONSULTANTS

Computer Specialist
Gene Jurgens

E/BD
Ellen Flaten

S/P Handicapped
Patty Thompson

Visually Impaired
Craig Trefney

Hearing Impaired
Ernie Watson
Scarlet Horning

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Rick Vogt

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Clydene Stangvik

Typewriter Repair
Greg Schmidt

Warehouse Manager
Mike Knutson

Receptionist/Secretary
Dorothy Malm

Printer/Secretary
Carol Sandahl

Traffic Safety
Arnold Nietfeld

A special discretionary project has been funded by the State Department of Education, Special Education Section. The purpose of the grant is to develop a technical assistance resource listing for services for severely mentally handicapped students. A person who provides help to a school district in the form of inservices or on-site visits is considered a technical assistant. Technical assistance may be provided through inservices, telephone conversations, mail correspondence, teacher exchanges and consultants.

Please fill out the survey and return it to:

Patty Thompson
Martee Bushfield
205 East Lincoln Avenue,
Fergus Falls, MN 56537

From this information a computerized resource list will be generated.

dm/

ECSU BOARD OF DIRECTORS

Chairperson—Betti Reuther, Breckenridge; **Vice Chairperson**—Duane Swenson, Barnesville; **Treasurer**—Carole Severson, Brandon; **Clerk**—Jack Lacey, Elbow Lake, Garnet Muehlhausen, Fergus Falls; Arnold Boehmlehner, Wheaton; Ruth Hull, Battle Lake, Lavonne Johnson, Underwood; Nancy Olson, Starbuck; **Superintendents**—Robert Espelien, Hancock; Mike Hruby, Cyrus; Ed Kroenke, Kensington

SEVERELY PROFOUNDLY HANDICAPPED
TECHNICAL ASSISTANCE SURVEY

REGION # _____

NAME: _____ CERTIFICATION: _____

SCHOOL: _____ YRS. OF EXPERIENCE: _____

ADDRESS: _____ HOME PHONE: _____

TELEPHONE #: _____ DIRECTOR OF SPECIAL EDUCATION:

PRESENT ASSIGNMENT _____ _____

With what types of disabilities have you been actively working? (Circle one)

01 Physically Impaired 03 Visually Impaired 05 Multiply Handicapped
02 Severely Mentally Handicapped 04 Auditorially Impaired 06 Autistic 07 Deaf-Blind
07 Early Childhood Special Educ.

What types of training have you had in this area? (Circle appropriate answers)

01 College Course Work 03 Graduate Studies 05 Seminars
02 Inservice Training 04 On-the-Job Experience

PLEASE CIRCLE A MAXIMUM OF THREE (3) CURRICULUM AREAS AND NO MORE THAN THREE (3) SUB-CATEGORIES IN EACH AREA. The areas are listed on the attached sheet.

Have you presented workshops or acted as a resource for teachers in these areas? Please list the titles.

_____ _____ _____

Which month would be most convenient for you to provide technical assistance? _____

PLEASE LIST TWO (2) REFERENCES WHO COULD DETERMINE YOUR SKILLS AS A RESOURCE PERSON.

NAME: _____ TELEPHONE: _____

NAME: _____ TELEPHONE: _____

Whom would you recommend as being a possible technical assistance provider?

NAME: _____ TELEPHONE: _____

From the curriculum areas and sub-categories, in what areas do you feel you would like technical assistance?

NUMBER	SUB-CATEGORIES:
_____	_____
_____	_____
_____	_____

What would be the most meaningful way an individual could provide you this assistance?

01 Inservice during school day 03 College Course offering
02 In the classroom with the students 04 Conference 05 On-site visitation

How would you see the technical assistance individual being evaluated? _____

_____

Which would be the best month of the year to have someone provide technical assistance?

_____

SEVERELY PROFOUNDLY HANDICAPPED TECHNICAL ASSISTANCE SURVEY
CURRICULUM AREAS

Region # _____

01 - Instructional Readiness

01-1 Eye Contact
01-7 Object Awareness
01-9 Imitate and Attend
01-18 Identification
01-19 Social Interaction
01-20 Sorting

02 - Toileting

02-1 Demonstrate Skills
02-2 Self-initiation
02-3 Adjust clothing
02-4 Hygiene

03 - Adapted Physical Activities

03-1 Body awareness
03-2 Locomotor skills
03-5 Physical Fitness
03-7 Adapted Games

04 - Fine Motor

04-1 Grasping
04-2 Release
04-3 Manipulate objects
04-4 Reaching
04-5 Coordination

05 - Gross Motor

05-1 Sitting
05-2 Standing
05-3 Walking
05-4 Stairs Use
05-5 Range of Motion
05-6 Head Control
05-10 Maintain Position

06 - Eating

06-1 Swallowing
06-2 Finger Foods
06-3 Drinking
06-4 Use of Utensils
06-9 Use of Napkin
06-12 Table Manners

07 - Dressing

07-1 Independent Dressing

08 - Grooming

08-1 Wash Hands and Face
08-2 Bathing
08-3 Care for Mouth
08-5 Hair Care
08-7 Nail Care
08-8 Good Hygiene
08-9 Shaving

09 - Family Dining

09-1 Serving Food
09-2 Passing Food
09-3 Receiving Food

10 - Public Dining

10-2 Ordering
10-4 Paying Cashier
10-5 Table Manners

11 - Swimming

11-1 Entering Pool
11-2 Exit from Pool
11-4 Movement in Water
11-5 Water Safety

12 - Sports

12-1 Tumbling
12-2 Balance Beam
12-4 Horizontal Bar
12-6 Basketball
12-7 Volleyball

13 - Communication

13-1 Pronounciation
13-3 Sentence Length
13-4 Pronoun and Verb Use
13-9 Increase Vocabulary
13-10 Understanding Concepts
13-14 Sign Vocabulary
13-15 Picture Board
13-16 Bliss Symbols

15 - Social Communication

15-1 Basic Needs
15-2 Identify Self
15-3 Social Conventions

16 - Common Objects

16-1 Useage of Common Objects

17 - Group Activities

17-1 Participation
17-3 Cooperation
17-4 Competition
17-6 Singing
17-7 Table Games

18 - Individual Activities

18-1 Operate Equipment
18-5 Reading
18-6 Painting
18-7 Drawing
18-8 Needlecraft

19 - Housecleaning

19-1 Making beds
19-2 Cleaning
19-7 Dishes

20 - Clothing Care

20-2 Laundry
20-3 Ironing
20-4 Folding

21 - Clothing Selection

21-1 Identification
21-2 Choosing Clothing
21-4 Purchasing

23 - Functional Math

23-1 Identify Money
23-2 Counting
23-5 Numerals
23-6 Adding
23-7 Substracting
23-10 Multiply
23-11 Divide
23-12 Measurement

24 - Managing Time

24-1 Follow Routine
24-3 Time Telling
24-5 Calendar

25 - Reading

25-1 Use of Book
25-2 Follow Sequence
25-3 Matching
25-4 Understand Concepts
25-5 Lower/Upper Case Letters
25-8 Discrimination
25-10 Alphabet
25-12 Sight Words
25-14 Consonants & Sounds
25-15 Vowel Sounds
25-17 Blending Sounds

26 - Written Communication

26-1 Writing Tool
26-2 Pre-writing Skills
26-3 Name Writing
26-4 Copy letters
26-12 Typewriter use

28 - Assistive Services

28-1 Wheelchair
28-4 Walker
28-6 Crutches
28-8 Prosthetics
28-10 Hearing Aid
28-11 Cane - Visual Aid

29 - Community Mobility

29-1 Use of Doors
29-2 Use of Keys
29-5 Community Travel

30 - Safety/First Aid

30-1 Avoid Hazards
30-2 First Aid

31 - Food Preparation

31-1 Identify Foods
31-2 Appliances
31-5 Uncooked Foods
31-7 Prepare Foods
31-9 Measuring Ingredients
31-10 Food Storage
31-11 Table Setting

32 - Food Purchasing

32-1 Food Locations
32-2 Pricing
32-3 Identify Foods

33 - Consumer Skills

33-1 Purchasing Items
33-2 Use of Bank
33-3 Budget

34 - Pre-vocational skills

34-3 Interviews
34-8 Work Attitudes
34-9 Work Routine
34-10 Work Policies

35 - Sheltered Work Experience

35-1 Time on Task
35-2 Rate of Production

40 - Kitchen Assistant

40-1 Job Attire
40-2 Identify equipment
40-3 Clean Food
40-4 Cutting
40-5 Food quantity
40-8 Cafeteria

41 - Dishwashing

41-1 Dishwasher Use

43 - Commercial Laundry

43-1 Operate Washer
43-2 Operate Dryer
43-3 Identify Clothing
43-4 Folding

44 - Hotel Housekeeping

44-2 Clean Rooms
44-3 Room Supplies

45 - Commercial Maintenance

45-1 Vacuum
45-2 Clean windows
45-3 Sweep and mop

50 - Behavior Concerns

50-1 Passive Behavior
50-2 Aggressive Behavior
50-3 Self-stimulation
50-3 Hyperventilation
50-5 Self-injury

SURVEY DISTRIBUTION

PROVIDERS	NUMBER DISTRIBUTED
State Dept. Listing of Teachers for Mentally Handicapped	54
Minnesota Association for Severely Handicapped	23
Minnesota Deaf/Blind Conference	38
Physicians (via teacher recommendation)	8
Dentists (via teacher recommendation)	3
Occupational Therapist Organization	13
County Social Services	14
Girl Scouts	2
Cub Scouts	2
Developmental Achievement Centers	9
Occupational Development Centers	8
Respite Care Providers	2
Superintendents (through E.C.S.U.s)	53
Northwest Minnesota Counselors Association	14
Private Consultants for Psychologists (through the public schools)	17

TABLE V

INFORMATION DISTRIBUTION

Information describing the technical assistance project has been distributed. Surveys were also included with these brochures.

1. Directors of services for the developmentally disabled were residents of Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stephens, Traverse and Wilkin Counties (Region IV).

2. State Director of Special Education Meeting, May, 1983.

3. University of Kentucky, Dr. Doris Helge, National Rural Projects.

4. University of Missouri, Columbia, Judy McElmurry, Department of Special Education, Resource Dissemination Department.

5. Association of Social Workers for Regions I and II.

6. Developmental Achievement Centers for Regions I, II and IV.

7. Positions and related service providers as recommended by teachers of trainable mentally handicapped students through State Department listings for Regions I, II and IV.

TECHNICAL ASSISTANCE RESOURCES
FOR
SEVERELY HANDICAPPED
INDIVIDUALS

The Technical Assistance Project was developed by the West Central E.C.S.U. to provide an information exchange system for Regions I, II and IV (Northwestern and West Central Minnesota). Professionals who provide services for the severely handicapped completed a survey highlighting their skill areas. Once identified, these individuals can provide technical assistance through telephone conversations, exchanging materials or "on site" consultations. If you would like additional information, please complete the form printed in this brochure.

THE BEGINNING PROCESS

1. Region IV (W. Central Minnesota) applied for a Discretionary Grant through the Special Education Section (P.L. 94-142, Title VI-B).

2. Surveys were distributed to providers by Directors of Special Education, Superintendents, planning agencies and other service providers. **The participants were not evaluated, and consequently, will have varying levels of consulting skills.**

3. The surveys were also distributed at seminars, parent meetings, workshops, and organizational meetings.

4. The information was place on an Apple II diskette and also printed.

5. Superintendents, Directors of Special Education and teachers participated in an in-service session.

6. Implementation of technical exchanges is scheduled to begin in May, 1983.

7. Replication of the project may be considered. Requests should be made through a written request to: Minnesota Department of Education
   Section of Special Education
   550 Cedar - Capitol Square Building
   St. Paul, Minnesota 55101
   Attn: Discretionary Programs

DATA SUMMARY

There is a need for information exchange in all areas of education. This need for communication is even greater when teaching children with severe handicaps. Through this project, Northwestern and West Central Minnesota school districts will receive an Apple II diskette listing professional willing to serve as technical assistants. The assistance my be by telephone, exchange of materials or direct consultation. the arrangements for teacher exchanges are made through Directors of Special Education, consulting teachers and Superintendents.

TECHNICAL ASSISTANCE
Project
SEVERELY HANDICAPPED

OBJECTIVE: To develop a resource list of individuals who can provide assistance for severely handicapped children.

Teachers, dentists, occupational therapists, physicians, psychologists, social workers, and related service providers can serve as technical assistants.

Technical assistance can be accomplished through telephone conversations, sharing of materials, exchange of curriculum, teacher exchanges or consultation.

PROCEDURE: The local school districts have Apple II diskettes with resources listed by experience and areas of skills. The area of the student's disability is typed into the computer, the technical assistants' names and numbers, as well as references, will be listed on the screen. These individuals listed have indicated an interest and willingness to serve as resource staff in certain specialty areas.

The technical assistance network for Regions I, II, and IV is a plan to assist handicapped children, parents and service providers. If you would like to share information or obtain assistance through telephone calls, teacher exchanges, or printed materials, please complete this form:

NAME

STREET AND/OR P.O. BOX NO.

CITY, STATE AND ZIP CODE

TELEPHONE -INCLUDE AREA CODE

I am a:

( ) Parent
( ) Social Worker
( ) School Administrator
( ) Medical Provider
( ) Minister
( ) Teacner
( ) Support/Related Service Provider

Concerning the Technical Assistance Project for mentally handicapped students, I would like:

( ) A Telephone Call
( ) More Information
( ) A Consultant Survey Form
( ) A User's Manual
( ) To be considered for a Replication Grant
( ) To be considered as a resource for the Technical Assistance Project
( ) To request technical assistance

I would like to purchase:

( ) A printed list of Technical Assistance Providers ($5.00)
( ) Apple II Diskette with a complete catalog ($20.00)

TO HELP YOU BETTER UNDERSTAND THE PROJECT, WE HAVE TRIED TO ANSWER SOME QUESTIONS:

Q. What categories are listed for technical assistance exchanges?

A. There are 54 different skill areas. Examples– Pre-vocational skills, toileting, feeding, dentistry and counseling. These skill areas were selected to "piggy-back" the A.C.C.E.S.S. Project in the Willmar Public Schools. The skill areas were developed by the Special Services Faculty of the Willmar Public Schools.

Q. If I wanted to be a resource for this project, what must be done?

A. You may obtain a survey form by contacting the West Central E.C.S.U. 218-739-3274, 205 E. Lincoln, Fergus Falls, Minnesota 56537.

Q. If I wanted to obtain technical assistance for a student/patient/adult, how would I do it through this project?

A. The technical assistants are listed on an Apple II diskette which are located in the offices of the Directors of Special Education or Superintendents' Offices. Some resource teachers also have the diskettes. The technical assistants are listed by curricular area. By typing the code of the category into the computer, the assistants' names will be listed. In order for the teacher exchange to work, it is essential that cooperation occur among the Directors of Special Education, Superintendents, and technical assistants.

Q. If we wanted to replicate the technical assistance project in our region, what must be done?

A. Replication of the project may be considered. Requests should be made through written request to: Minnesota Department of Education
Section of Special Education
550 Cedar - Capitol Square Building
St. Paul, Minnesota 55101
Attn: Discretionary Programs

YE OLE PRINT SHOPPE

DuWayne Balken, Director
West Central Educational Service Unit
205 East Lincoln
Fergus Falls, Minnesota 56537

PLACE STAMP HERE

Form 13 SD Miller Davis Co. Minneapolis
Minnesota School Financial Accounting System (1962 Rev.)

NE ECSU
Box 393
Aurora, MN 55705

RECEIVED JUN 27 1983

PURCHASE ORDER

Order No. #22-3-82-83-041 Date June 23, , 19 83

To DuWayne Balken, Director Requistion No.

Address West Central ECSU
205 East Lincoln
Forgus Falls, MN 56537

Charge to
(For our reference only)

DELIVER TO

Ship via Time Payable

ITEM	QUANTITY WANTED	DESCRIPTION OF ARTICLES	UNIT PRICE	TOTAL
	1	List of Technical Assistance providers	5 00	
	1	Apple II Diskette with catalog	20 00	

SHIP TO: MS. JEAN MARTIN
Mid-Range Special Education Cooperative
1st Avenue and 4th Street
Chisholm, MN 55719

BILL: NE ECSU
Box 393
Aurora, MN 55705

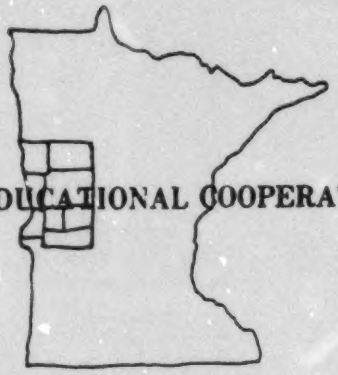
OK D. Balken 6/23/83

VISION ASSESSMENT

FUND	ACCOUNT	AMOUNT

By Leonard H. Sargent
Leonard H. Sargent
Title Executive Director

RANDALL T. LAMBERT, Executive Director
JUDY ANDERSON MICHALSKI, Asst. Director, Planning/Curriculum
NYLS DUHN, Director of Purchasing Services
ARLENE LEDBETTER, Business Manager
YVONNE BURT, Office Manager



Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stevens, Traverse, Wilkin Counties
Telephone 218 739-3273
205 East Lincoln Avenue
Fergus Falls, MN 56537

WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

DISCRETIONARY GRANT
Severely/Profoundly Handicapped

Q U A R T E R L Y R E P O R T

The following information is provided to assist in the review of the grant development to this date (November 1, 1982).

OBJECTIVES:

1. To develop a technical assistance survey indicating domains which might be addressed by service providers.

   The format developed by the Willmar Program (Gene Anderson) was used as a basis for the survey to be distributed. By using the same computer index numbers, curriculum might someday be matched to various needs of teachers serving severely and profoundly handicapped children. The fifty (50) areas described in the Willmar project range from self-care skills to vocational skills. Some of the categories have been broken down into sub-categories for easier classification on the computer Apple disc. The survey was developed and was limited to one (1) page to asure a viable level of return. Gene Jurgens, the computer consultant, reviewed the survey, and the program for the computer is now being developed.

   The sub-categories which have been listed on the survey were developed through review of eight (8) different curriculums and developmental scales. The specific areas which would affect severely and profoundly handicapped have been included in the sub-categories on the survey.

2. To distribute the survey to individuals who are presently working with severely and profoundly handicapped children.

   Surveys have been distributed to all the directors of special services in Regions I, II and IV. There is a self-addressed envelope and several surveys sent so that they may be distributed to the appropriate staff. A list generated by Nevin Nolder of Program Budgets, State Department of Special Education, has been used to reach specific teachers, occupational therapists, and speech therapists. A display poster with surveys was present at the Minnesota Association for Severely Handicapped to encourage teacher input. Three (3) cooperatives in Region IV have been visited and surveys have been explained to the teachers in these schools.

ECSU BOARD

Chairperson Bob Wright, Rothsay; Treasurer Jerry Reutiker, Breckenridge; Clara Arnold Bachmeier, Wheaton
John Kleinsasser, Hoffman; Ed Brooks, Dalworth; Garnet Mackenhausen, Fergus Falls
Viola Malmgren, Parkers Prairie; Bruce Burgess, Glenwood; Duane Swenson, Barnesville
Keith Kapp, Pelican Rapids; Ernest Jarnoch, Starbuck

3. To provide public information concerning the discretionary grant and the objectives addressed.

   A presentation was made by Char Ryan and DuWayne Balken at Regions I and II ECSU (Superintendent's Meeting) and the Directors of Special Education Meeting of Regions I and II. A presentation was made at Region IV Board of Directors Meeting of the ECSU by Mr. Balken.

   The grant was discussed with Region IV in October. A presentation will be given on November 16 to the Inter-agency Forum which works in Region I. This organization provides services for all handicapped individuals in Region I (social services, hospitals, developmental achievement centers, school agencies, group home directors, physicians).

   The areas which still need to be addressed are the psychologists, dentists and physicians in Regions I, II and IV. A different survey may need to be developed to be more specific in the skills these professionals might be able to offer the severely and profoundly handicapped children. From this resource list, additional technical assistance services may be generated.

4. To encourage dissemination of the project and development of the technical assistance procedure.

   Two (2) other regions have been requested information on the technical assistance project. The technical assistance concept was implemented from Alexandria through Cambridge Public Schools. Though the project did not directly influence this procedure, the concept of professional exchange was encouraged.

   This objective will not be formally attempted until March, 1982. Informally, when needs arise, information will be readily available for the participants in Regions I, II and IV.

SUMMARY:

The grant is on target according to the dates submitted on the application. The returns of the survey are not as timely as one would like, but they are being mailed in.

The data will be placed on the four (4) Apple discs starting in January, 1982. A computer workshop with the specific design of the grant will be offered during the second week in March in Moorhead and at Thief River Falls or Brooks.

MB:mr

DUWAYNE BALKEN, Executive Director
LAURIE SATRE, Planning-Curriculum Consultant
ARLENE LEDBETTER, Administrative Assistant
YVONNE BURT, Office Manager

Becker, Clay, Douglas, Grant, Otter Tail
Pope, Stevens, Traverse, Wilkin Counties

Telephone 218-739-3273
205 East Lincoln Avenue
Fergus Falls, MN 56537

WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

March 10, 1983

TO: Superintendents and Special Education Directors

FROM: Martee Bushfield

Enclosed you will find an invitation to an inservice on computer usage for handicapped students. New software, use of the technical assistance project and a resources exchange program will be discussed. Please send the reservation form in if you would like to participate. Thanks.

mr

ECSU BOARD

Chairperson-Gerry Muehlhausen, Fergus Falls; Vice Chairperson-Ed Brekke, Dilworth; Treasurer-Arnold Boehmlehner, Wheaton;
Clerk-Nancy Olson, Starbuck; Duane Swenson, Barnesville; Keith Klein, Pelican Rapids, Carole Severson, Brandon;
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Robert Espelien, Hancock; Betti Reuther, Breckenridge

March 1, 1983

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Dear Special Service Director, Superintendents and Supportive Teachers:

As you know, Regions I, II and IV have been involved with a technical assistance project for severely handicapped children. This is a special discretionary grant which allowed the three regions to work cooperatively on developing a resource list for possible information exchange on severely handicapped children. Your teachers of special education through the encouragement of the directors of special education have completed surveys.

We are now entering Phase II of the grant which allows for information dispersal. We would like to schedule a lunch and afternoon meeting on the Use of the Technical Assistance Project. At this seminar, Superintendents, Principals and Directors of Special Education will be instructed on how to use the Apple computer diskettes to locate resources. At this meeting a manual with resources will be dispersed, the Apple diskettes will be given to you. New softwhich is now available for use in the handicapped classroom will be demonstrated.

DATE: Monday, March 21, 1983 PLACE: Computer Room, University of Minnesota-Crookston

AGENDA:	10:30 - 12:00	Introduction to Computers. One and one-half hours have been set aside for those individuals who have not had any experience with an Apple II computer. It could also be for those who have had a brief lapse of memory and need a refresher course on how to turn the computer on.
	12:00 - 1:15	Northland Lodge
	1:30 - 2:30	Design and Intent of the Technical Assistance Project for the Mentally Handicapped (Martee Bushfield)
	2:30 - 4:00	Program Implementation and Computer Program Usage (Gene Jergens)

This technical assistance project is linked to several other projects in the state. There are indications that replication of this grant may occur. We feel you will find this meeting informational and enjoyable. Please complete the form below to assist in planning:

- -

I am planning to attend the technical assistance project meeting on Monday, March 21, at the University of Minnesota-Crookston.

NAME:_____ POSITION:_____

ADDRESS:_____ PHONE: ( )_____

[] I plan to attend the entire program from 10:30-4:00.

[] I plan to attend only the noon luncheon and the afternoon seminar.

[] I plan to attend only the afternoon seminar.

[] I will be able to bring an Apple computer with me from my school.

[] I am tentatively planning to attend all sessions of the technical assistance project.

RETURN THE FORM TO: Martee Bushfield, West Central E.C.S.U., 205 Lincoln, Fergus Falls, Minnesota 56537. For additional information, call Martee at 218-281-5313.

TECHNICAL ASSISTANCE PROJECT - 1983

West Central E.C.S.U.

AGENDA: University of Minnesota-Crookston
Computer Center - Dowell Hall

10:30	Introduction.
10:45	Demonstration of programs available for handicapped students. Software "Fair" and evaluation period.
12:00	Lunch at Northland Lodge.
1:00	Design and Implementation of the Technical Assistance Project for the Mentally Handicapped.
2:00	Program Implementation and Computer Program Usage (Gene Jergens, West Central E.C.S.U.)
2:45	Review in Technical Assistance Project (Char Ryan)
3:00	Possible Resources Exchange Schedule.
3:30	Discussion.

MOORHEAD SPECIAL EDUCATION INSERVICE
April 21 (Thursday), 1983

TECHNICAL ASSISTANCE PROJECT

1983

Project Summary

There is a need for information exchange in all areas of education. This need for communication is even greater when teaching children with severe handicaps. Through this project, Northwestern and West Central Minnesota school districts will receive an Apple II diskette listing professionals willing to serve as technical assistants. The assistance may be by telephone, exchange of materials, or direct consultation. The arrangements for teacher exchanges are made through the Directors of Special Education, consulting teachers, and superintendents.

AGENDA

April 21 (Thursday), 1983

3:30 P.M.	**Introduction**
3:45 P.M.	**Demonstration of programs available for handicapped students. Software "fair" and evaluation period** *Gene Jurgens, West Central Computer Specialist*
4:15 P.M.	**Design and implementation of the Technical Assistance Project for the Mentally Handicapped** *Martee Bushfield, Director of Special Services, Crookston*
4:45 P.M.	**Possibilities of implementation and closing comments** *Al Swedberg, Director of Special Services, Moorhead, MN*

Presentors:

Gene Jurgens, Computer Specialist
West Central ECSU, Fergus Falls, MN

Martee Bushfield, Director of Special Services
Crookston, MN

Al Swedberg, Director of Special Services
Moorhead, MN

INSTRUCTIONS for using the Technical Assistance diskette for Severely Profoundly Handicapped.

Step 1: Turn on monitor (or TV).

Step 2: Insert the diskette in the disk drive. (Exposed oval part is inserted first with the diskette label up.).

Step 3: Close the door on the disk drive.

Step 4: Turn on the APPLE.

Step 5: The disk drive light will turn on and you will hear a whirling sound from the disk drive. (If the disk drive light does not go off in about 10 seconds, turn the APPLE off and make sure the diskette is placed correctly in the disk drive. Then repeat Step 4).

Step 6: You will now be given the instructions for use of the program on the screen. Please read them carefully. (Remember, computers do what they are told!!!).

The following are some things to remember:

A. You must know the code for the curriculum that you are going to search and it must be entered as a two digit number 01-53.

B. Remember to press the **RETURN** KEY AFTER EACH INPUT. Remember to press the **SPACE BAR** when requested by the program.

C. You must of course have a printer connected to your **APPLE** and turned on if you wish to get a hard copy.

Step 7: When you have completed your search, take the diskette out of the disk drive - turn off the APPLE - turn off the MONITOR(OR TV).

REQUEST FOR THE APPROVAL OF A CONTINUING EDUCATION PROGRAM
FOR SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL ADMINISTRATORS/SUPERVISORS
ACCORDING TO 5 MCAR § 1.0556 AND 5 MCAR § 1.0796

(Prior Approval is Required Before a Program is Held)

ETURN TO: Personnel Licensing and Placement Minnesota Department of Education Sixth Floor, Capitol Square Building 550 Cedar Street St. Paul, Minnesota 55101	FOR OFFICE USE ONLY: ____ Approved ____ Number of Clock Hours Approval Period: _____ to _____ ____ Not Approved By: _____ Date _____

rogram nitiator	Dr. Martee Bushfield Gene Jergens, W. Central ECSU	Date Forwarded	Feb. 23, 1983
Address	205 E. Lincoln Fergus Falls, MN 56537	Telephone Number	218-281-5313
rogram itle (Topic)	Computer resources for trainably mentally handicapped/technical assistance project	Number of Clock Hours Requested	5

1. Program goal(s) and/or expected learning outcomes.

   A. to review and update knowledge in computer software as it is available for severely handicapped children.
   B. To increase the awareness of the application of computer for handicapped children.
   C. To provide an inservice on the technical assistance discretionary project for severely handicapped children--computerized resource list.

. Client group for whom the program is designed.

administrators, coordinators, superintendents, principals, directors of special education, and possibly some other public agencies.

. Briefly describe the program components designed to develop the specified outcomes.

Morning sessions: computer disk exchange and review. Instruction on computer technology and terminology. Advances in computer programs for severely handicapped children. Afternoon sessions: discussion of the present technical assistance project and how it can be implemented in the school system. A review of basic consulting skills will be presented

Implementation of the computerized technical assistance resources list for severely handicapped children.

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Suggestions for the Technical Assistance Provider

The following recommendations are provided to encourage and develop idea exchanges between individuals working with severely handicapped children. This can be a very positive "grass roots" approach to the sharing of information. The main point to remember is that as a technical assistant, you are providing information. The programs you will be asked to visit have a long history in philosophy. You, as an outside person can provide a different way of looking at the educational process for a severely handicapped child. Try to be as specific and realistic in your exchange as possible. We all need to hear that what we are doing is productive for children. We all do the very best that is possible within the perimeters of our own programs.

Technical Assistance Providers Suggestion List

The following suggestions have been provided to assist you in the encouraging process of information exchange.

Please systematically go through the procedural steps to insure a productive and positive visit.

1. The director of special services or superintendent will indicate that there is an interest in having you by technical assistance to a program.

2. After you have discussed your decision with the director and/or superintendent, establish a tentative date you would like to provide assistance.

3. Contact the director of special services in the district which is requesting services. You may wish to request some background information on the classroom, student to be seen, and general philosophy of the program. This should be done by phone if possible.

4. Contact the classroom teacher and discuss the tentative date you would like to share ideas with her.. Be supportive in your approach. Tell he/she something about your present assignment and why you are interested in coming to her/his program.

5. Try to determine the specific areas the teacher would like assistance. Develop two objectives you would like to meet on your visit.

6. Gather some handouts which might assist the requesting teacher in the area of her concerns.

7. Call the director of special services in the district two days before you are to visit. He/she will then remind the teacher and inform the principal that you will be there. Indicate a time you are planning to arrive and the time you are planning to depart from the program.

8. On the day of your visit go to the director of special services' office. From there he/she will introduce you to the program and possibly to the building principal.

9. Though you may feel pressured to have answers to many questions, realize that none of us have all the answers. Stress that what you are sharing is your opinion only. You should encourage that you are a outside resource and are providing only a different outlook on the situation.

10. Try to ask the question "What have you tried already"? This will provide you a reference point to begin from.

11. Be an assistant, not an observer. Every extra pair of hands is welcome when working with severly handicapped children.

12. There will be a real temptation to over-extend what you are able to do for another professional. Try to complete the consultation on the day that you are scheduled. To promise additional material for assistance when perhaps you will not have the extra time, is only disappointing.

13. Upon completion of your visitation, check in with the director of special services to briefly update him/her on the progress of the day. Recall that you are not to evaluate but only to be a resource person.

14. Upon returning, briefly report to the director of special services of your own district.

15. Complete the confidential forms on your experience and mail it to Project Coordinator Technical Assistance for the Severely Handicapped Program, West Central ECSU, 205 East Lincoln, Fergus Falls, Minnesota 56537

** Please feel free to call for assistance. The project director can provide information for you before you make the site visit. The resource persons would be Martee Bushfield - 218- 281-5313 or Patty Thompson - 218-739-3273.

The following letter has been written by an individual who might be requesting technical assistance. If you have been contacted to assist in working with a severely handicapped child through the technical assistance project, please take a moment to reflect on this letter.

Dear Sharing Resource,

I have requested technical assistance because I would really like to have someone come and discuss programing for John. He is a small child but has a multitude of problems. There are some things that I would like to share with you so that you could understand just what a demanding but enlightening child he is. I would like to learn a few "tricks" which have worked for you with your students. It seems like we are so thinly spread!

I appreciated your call the other day just to introduce yourself. I had talked to the Director of Special Education about having a consultant come in. I always get rather apprehensive when I might think that someone is coming to visit. You made me feel so comfortable by telling me about your students also. As you requested, I have sent some copies of John's latest IEP. You can tell we haven't been making a whole lot of progress but the small steps toward improvement are important to me. I surely hope you notice how he's able to attend to tasks for a longer period of time.

I know you don't have all of the answers and I will appreciate the fact that you admit openly that you don't. On the phone you asked me what I tried before - that made me feel like we covered a lot of ground quickly. Come to think of it, you asked me that question two or three times when I was discussing John. Maybe I should do that with John's parents before I offer all types of suggestions.

When you come to my school, please check with the Director of Special Services first. He will show you where my room is. I would like you to follow along with us throughout the day. Please feel free to participate for all of the extra hands make activities more fun. Be part of us because we are sure looking forward to having a visitor.

Sometimes I may look a little shaky but if you just take a moment to remind that you're here as a "idea exchanger" rather than a "observer", I am sure that we will learn from each other. I look forward to seeing you and hope you feel as good about being here as I do about your coming.

Sincerely,

A Committed Teacher

SUGGESTIONS FOR A PROGRAM REQUESTING TECHNICAL ASSISTANCE

1. If you would like technical assistance in one of 50 areas listed on the enclosed sheet, discuss it initially with your director of special services or superintendent.

2. The Apple II Diskette can then be used to determine what resources are available in the region. This diskette is available to anyone in the district.

3. The director/superintendent then contacts the director/superintendent of the technical assistance providing district.

4. The resource individual will then contact you by phone to develop two (2) objectives for the visit.

5. Try to tell him/her a little about your student and program. Think through the specific curriculum areas you would like to discuss.

6. The technical assistant will initially check in with the Director of Special Services/Superintendent.

7. The technical assistant will want to participate in your daily routine. Tell him/her if you would like them to work with you and describe the schedule for the day.

8. Try to set aside your corporation time and possibly after class time to share information.

9. The Technical Assistant is a sharing resource. Their opinions and ideas will be varied. Your basic philosophy and program has been developed. Therefore, select what information applies and disregard information which may contradict some of your basic training.

10. Take into consideration that this is a "grass roots" effort to share information. When working with severely handicapped children, support and information exchange is the basis for growth.

M E M O R A N D U M

April 11, 1983

TO: Al Swedberg Jim Kjeldstrup
Orrie Leabo Bob Halverson
Ken Burt Thurm Wetteland

FROM: Martee Bushfield

At our "kidney meeting" on a blustery March 7th day, you collectively indicated you were interested in exchanging one teacher for one day. For the "health and welfare" of this Title IV-B, Public Law 94-142 project, I would truly like to see implementation of this exchange during the months of April and May. Would you please consider the following:

Al Swedberg and Thurm Wetteland. Each exchange one teacher or therapist. Thurm--your EMH teacher could truly be a resource for Al's EMH teacher. They are both serving complex high school aged students. Al--perhaps Joe Ortega could assist Peggy Miller in Barnesville.

Ken Burt and Bob Halverson. There have been informal exchanges of technical assistance throughout the years. How about one more time for the gipper?

Jim Kjeldstrup and Orrie Leabo. Orrie has some super occupational therapists who might assist your preschool multi-cap program, Jim. Mary at the high school in Detroit Lakes might benefit from someone skilled in pre-vocational skills.

Once again, these are only suggestions, but I would really like to get the technical assistance exchange operating.

I believe we can implement this final state for this FY83.

mr

P.S. The final awards banquet will be at your May meeting. The range of awards could be anywhere from sheep manure to lamb chops!

TECHNICAL ASSISTANCE PROJECT

FOR SEVERELY HANDICAPPED

Follow-Up

Would you please take a few minutes to answer the questions below and return the form as soon as possible in the enclosed postage-paid envelopes. Thank you!

1. Do you remember this technical assistant or consultant?

_____YES

_____NO

2. Was the assistance provided through _____telephone conversations

_____ mailed materials _____ on-site visits?

3. Please rate the following aspects of these services. (circle the letter grade)

	EXCELLENT		AVERAGE		POOR
a. Appropriateness (relevance) of the content/material to your own needs	A	B	C	D	F
b. Usefulness/practicality of suggestions offered	A	B	C	D	F
c. Clarity of written materials shared	A	B	C	D	F
d. Overall productivity of the exchange	A	B	C	D	F

4. Have you used any of the information, materials or techniques which were presented by the technical assistant?

_____No, and I do not expect to do so in the future

_____Not yet, but I expect to do so in the future

_____Yes, (briefly, how)

5. If you have not implemented the materials or suggestions given you by the technical assistant, please briefly describe why not.

6. If you have used the materials or techniques suggested by the technical assistant, how effective do you believe these suggestions have been?

_____Very effective

_____Effective

_____Not at all effective

7. If you have used the materials or techniques, how easy/difficult were these to implement?

_____Very easy

_____Somewhat easy

_____Difficult

8. Would you use additional technical assistant in the future?

_____No

_____Yes (briefly describe)

9. What do you consider the strong points of this Technical Assistance Project?

_____

_____

_____

10. What do you consider the weakest points of this Technical Assistance Project?

_____

_____

_____

11. What changes would you recommend to improve this Technical Assistance Project?

_____

_____

_____

_____

_____

TECHNICAL ASSISTANCE PROJECT
for SEVERELY HANDICAPPED

REVISED 1983

FOLLOW - UP

Please take a few minutes to answer the questions below and return the form as soon as possible in the enclosed postage paid envelope. Thank you!

1. Do you remember the technical assistant or consultant?

   YES _____ NO _____

2. How was the assistance provided?

   _____Telephone _____Mailed materials _____on-site visit

3. Please rate the following aspects of these services:

	Excellence				Poor
A. Appropriateness (relevance) of the content/ materials	A	B	C	D	F
B. Usefulness/practicality of suggestions offered	A	B	C	D	F
C. Clarity of written materials shared	A	B	C	D	F
D. Overall productivity of the exchange	A	B	C	D	F

4. Did you find the assistance valuable?

5. If so, how will you implement the information?

6. If not, how was the assistance not beneficial?

7. Do you plan on using additional technical assistance in the future?

   YES _____ NO _____

8. What changes would you recommend to improve this technical assistance project?

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Oct. 22, 1982

RECEIVED OCT 27 1982

Phone: (612) 296-8246

PROJECT NUMBER: 834006

PROJECT TITLE : Regional Technical Assistant Project for Programs Serving TMR students.

DuWayne Balken, Executive Director
West Central ECSU
205 East Lincoln Avenue
Fergus Falls, Minn. 56537

Dear Mr. Balken:

I am pleased to inform you that your application for EHA Title VI, Part B (P.L. 94-142) discretionary funds has been approved. A copy of the approved application is enclosed. May I suggest that copies of the approved application be photo-copied and made available to all persons in your agency having fiscal or program responsibilities for the project.

When reviewing your application, we may have revised or deleted certain items within the application. In most instances the revisions or deletions are the result of the applicant's not providing sufficient description on how it anticipates using project funds and, therefore, in the absence of sufficiently descriptive information, we have revised or deleted areas of the application accordingly. The revisions and deletions are handwritten for easier identification. Items which have been revised or deleted from the application may be resubmitted for approval as an amendment to your project application, if appropriate.

When requesting funds, please use the REQUEST FOR ADVANCE OR REIMBURSEMENT, form ED-00002-03 (F24-48). A FINANCIAL STATUS REPORT, form ED-00004-02 (F24-50), must accompany all requests for advance or reimbursement. Both forms are commonly available in the business office of most education agencies. Instructions for completing the forms are on the back of each form.

I wish to thank you for your participation in this program. If you have further questions regarding your project, please contact Charlotte Ryan, Federal Programs Consultant (612/297-3620).

Sincerely,

John Groos

John Groos, Supervisor
Federal Program Unit

JG:ly

Enclosure

State Department of Education | 807 CAPITOL SQUARE - 550 CEDAR ST. PAUL, MN 55101

APPLICATION FOR FUNDS
ESEA TITLE VI, PART B
P.L. 94-142

CO-00114-01

PAGE 1

1. PROJECT APPROVAL (For SEA Use Only)		
(a) State Project No.	(b) Fiscal Year	(c) Funds Approved
.834006	F.Y. 83	$ 29,101.00
(d) Signature SEA Authorized Official	(e) Date Approved	
A Palmbick	10/13/82	

2. TYPE OF FORM	CHECK ONE	3. TYPE OF APPLICATION	CHECK ONE
(a) Application	X	(a) Single LEA	
(b) Application Amendment		(b) Cooperative	
(c) Report		(c) Consolidated	
(d) Report Amendment		(d) Joint Powers	

4. PROJECT DURATION	M	D	Y		M	D	Y
	8	1	82	TO	7	31	83

5. IDENTIFICATION

(a) Type of District
- [ ] Independent
- [ ] Common
- [ ] Special
- [ ] Joint Powers

(b) District No.

(c) SEDC Region: Letter | No. 4

6. ADMINISTRATIVE/FISCAL AGENT (APPLICANT AGENCY)

(a) NAME OF PROJECT ADMINISTRATOR TITLE
DuWayne Balken, Executive Director

(b) NAME OF AGENCY
West Central ECSU

(c) NUMBER AND STREET
205 East Lincoln Ave.

(d) CITY: Fergus Falls, Minnesota (e) ZIP CODE: 56537

(f) TELEPHONE: AREA CODE 218 | NUMBER 739-3273 | EXTENSION

(g) CONGRESSIONAL DISTRICT NUMBER

(h) FEDERAL FUNDS REQUESTED: $ 29,101.00

7. PROJECT DIRECTOR (CONTACT PERSON)

(a) NAME OF PROJECT DIRECTOR TITLE
DuWayne Balken

(b) NAME OF SCHOOL OR AGENCY
West Central ECSU

(c) NUMBER AND STREET
205 East Lincoln Ave

(d) CITY: Fergus Falls, Mn. (e) ZIP CODE: 56537

(f) TELEPHONE: AREA CODE 218 | NUMBER 739-3273 | EXTENSION

8. PROJECT TITLE: Regional Technical Assistant Project for Programs Serving Hd. Students

9. CERTIFICATION: I certify that, to the best of my knowledge, the information contained in this Application is correct and complete, and that the agency named in Sections 5 and 6 above has authorized me, as its representative, to give all Assurances contained within this Application, and to file this Application.

(a) SIGNATURE OF AUTHORIZED REPRESENTATIVE (Section 6a): DuWayne Balken — DATE: 9/30/82

(b) TYPED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (Section 6a)

63

DEPARTMENT OF EDUCATION USE ONLY

AG | V | 01

1

64

Agency Type: Public	Agency No.: 544	Agency Name:	City: Fergus Falls

INSTRUCTIONS: 1.) Continue response to area provided. 2.) Do not add additional pages.

1) Why is this project needed? To identify a process for the development & implementation of a cost-effective method of getting technical assistance programs for the severely handicapped students in Regions I, II & IV. It is the intent of thie project to utilize personnel presently in the region. These individuals would be available resources to severely handicapped students.

2) Who determined the project's need? - name, title, agency.
DuWayne Balken, Director, Trainable Mentally Handicapped, Fergus Falls Public Schools
Char Ryan, Consultant, State Department of Education.

3) Who will be served by the project? - age(s), disability(s), needs(s), geographic area(s), etc. Ages: School age 4-25 Disabilities: Severely/profoundly mentally handicapped, trainable mentally handicapped --this includes TMR students with accompanying disabilities such as visually impaired, hearing impaired, deaf-blind, physically impaired, socially maladjusted, language impaired. Geographic areas-educational coop. serv. units, Regs. I, II & IV (23,000 sq. miles) Personnel serving the above mentioned students and the students themselves would be the primary benefactors of this project.

4) What services will the project provide? Identification of technical assistance personnel in educ. coop. serv. units, Regs. I. II & III. In additiona this project will provide timely assessability to a technical assistance resource through the utilization of micro-computers.

BEST COPY AVAILABLE

5) How will the services be provided? The technical assistance personnel previously mentioned will be made available to direct service staff, support service staff, directors of spec. educ. BCSU directors, Supts. and state Dept. consultants. The media to which the information is dispersed is the micro-computer soft disk and/or printed catalogues.

6) Who will provide the services? - include names(s), title(s), and agency name(s) whenever appropriate.
Fergus Falls Public Schools
Fergus Falls, Minnesota

7) What timeline will the project's major service activities follow? - beginning, interim, ending.
Beginning September 1-December, 1982. 1)Define and establish Child Development Domains. 2) Identify & establish service dimensions, 3) Determine Resource Categories: a) School/based personnel - intra - Region (Priority) and b) other agency personnel - intra - Region (Secondary) 4)Identificatio and location of resources
Interim: Jan. 1983-Mar. 1983-Develop Computer Program & software. End: April-June, 1983-Coord., implement & manage the

ency Type: Public	Agency No: 544	Agency Name:	City: Fergus Falls

FICTIONS: 1) Confine response to area provided. 2) Number objectives consecutively. 3) Objectives/Activities/Evaluation tements should focus on project personnel, but may include other subjects depending upon the nature of the project. 4) Ad itional pages as necessary; number them 4a, 4b, 4c, etc.

OJECT OBJECTIVE # 1 :

To establish and define the child development domains

TIVITIES which will accomplish the project objective:
- include name and/or title of person(s) involved.

1. Review existing developmental instruments to identify domains
2. Survey individuals working with severely handicapped students to determine some additional skills which might be included in the establishment of child development domains.
3. Review literature which is currently published which defines and identifies skills.
4. Review existing surveys and past requests for techincal assistance.

'ALUATION strategies for measuring the activities success:

The measuring of the activities success will occur by reviewing the final child development domain survey and written documentation.

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PROJECT OBJECTIVE # 2 :

To identify the techaical assistance personnel available to programs serving severely and profoundly handicapped students

ACTIVITIES which will accomplish the project objective:
- include name and/or title of person(s) involved.

1. Review previous technical assistance personnel utilized in Regions I, II, and IV.
   - A. A conference will be held with the Directors of Special Services and E.C.S.U. Directors to establish past needs.
   - B. Informal discussions with teachers and principals to determine past needs.
2. Survey instrument will need to be developed to generate names and skills of individuals who might serve as technical assistance personnel for Regions I,II, and IV.
3. On-sight visits to districts and/or cooperatives to generate interests and gather data on personnel.

EVALUATION strategies for measuring the activities success:

The written program as well as the survey results will indicate success. Participants who have indicated skills and become part of the technical assistance personnel "bank" will be a measure of success.

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ncy Type: Public	Agency No: 544	Agency Name:	City: Fergus Falls

CTIONS: 1) Confine response to area provided. 2) Number objectives consecutively. 3) Objectives/Activities/Evaluation ments should focus on project personnel, but may include other subjects depending upon the nature of the project. 4) Ad tional pages as necessary; number them 4a, 4b, 4c, etc.

JECT OBJECTIVE # 3 :

atalogue resources and transfer to software that can be sed with a micro-computer

IVITIES which will accomplish the project objective:
- include name and/or title of person(s) involved.

. Compile identified staff
. Develop the micro-computer program.
. Input information gathered
. Reproduce for distribution.
. Disseminate to all districts and ECSUs that have programs for severely and profoundly handicapped.
. Develop and provide the printed catalogue of resources

LUATION strategies for measuring the activities success:

The completed micro-computor disc will be a measurable device to determine success of this objective. The catalogue will be distributed.

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PROJECT OBJECTIVE # 4 :

Establish mechanism for implementation of projects.

ACTIVITIES which will accomplish the project objective:
- include name and/or title of person(s) involved.

1. Meet with administrative personnel to determine most feasibl process within regions, cooperatives and districts.
2. Promote utilization of identified process.
3. Determine means for currently updating softwear / catalogs and a process for dissemination on a regular basis.

EVALUATION strategies for measuring the activities success:

By reviewing sights which have implemented the Technical assistance program, a measure of success should be indicated. The actual continuation of the program under the local response will be an indicator of success. The use of the information generated will be an evaluative tool.

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Agency Type: Public	Agency No.: 544	Agency Name:	City: Fergus Falls

Instructions:
1. List ONLY salaried personnel on this page. Do not include consultant and contract personnel.
2. All fringe benefits must be identified.
3. The total for column (6) is to be carried to the PROJECT BUDGET SUMMARY page.
4. If a position description is required for personnel listed below, see back of form for outline/content.
5. Add additional pages as necessary; number them 3a, 3b, 3c, etc.

(1) Budget Item No.	(2) Name, if Known	(3) FTE Federal Budget	(4) Title or Position	(5) Length of Employment: Start (M / D / Y)	(5) Length of Employment: End (M / D / Y)	(5) Total Work Days*	(6) Federal PL 94-142 Discretionary	(7) State Special Education Aid	(8) Local (or Other) Funds	(9) Total
1	Dr. Martee Bushfield		Project Coordinator	9 / 1 / 82	6 / 30 / 83	100	15,000			
2										
4										
	To be hired Secretary			9 / 1 / 82	6 / 30 / 83	100	5,000			
3	To be hired — Computer						~~1,000~~			
						TOTAL	20,000.00			72

* WORK DAY is based on an eight (8) hour day, and excludes Saturday, Sunday, holiday and vacation days.

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Minnesota Department of Education
Title VI-B (P.L. 94-142)

PROJECT BUDGET BREAKDOWN
(For all budget items except salaried personnel)

ED-00134-03
Page 6

Agency Type: Public	Agency No.: 544	Agency Name:	City: Fergus Falls

DIRECTIONS: 1) By Division and Object, list and describe expenditures in numerical order. 2) Show cost for each Object. 3) Show a Division Total for all Object Cost's. 4) Carry Division totals to the PROJECT BUDGET SUMMARY page. 5) Add additional pages as necessary; number them 6a, 6b, 6c, etc.

(1)	DIVISION TITLE / OBJECT TITLE / DESCRIPTION/BREAKDOWN (2)	OBJECT COST (3)	DIVISION TOTAL (4)
~~200~~	~~110~~		
	~~Executive Managerial and Professional Indirect Costs~~	500.	500.00
200A	Employee Benefits		
300A →	311 Consultant Services	1000	
300C →	366 Purchased Services (Travel)	2,500.00	4,500.00
300 B	320 Communication Services (telephone)	1,000.00	
300 E	329 Postage and Express	500.00	500.00
400 A	401 Office Supplies	700.00	700.00
400 B	400 Instructional Supplies		
	A. Disketts	300.00	1100
	B. Paper Materials	500.00	
	C. Instruction Booklets	300.00	
			7,300.00

73

74

Agency Type: Public	Agency No.: 544	Agency Name:	City: Fergus Falls

CODE NO. (2)	CATEGORIES FOR EXPENDITURE (3)	ORIGINAL APPLICATION BUDGET (4)	DATE: FIRST AMENDMENT BUDGET CHANGE (5)	DATE: FIRST AMENDMENT NEW BUDGET (6)	DATE: SECOND AMENDMENT BUDGET CHANGE (7)	DATE: SECOND AMENDMENT NEW BUDGET (8)	DATE: FINAL AMENDMENT BUDGET CHANGE (9)	DATE: FINAL AMENDMENT FINAL EXPENDITURES (10)
100	SALARIES AND WAGES	20,000.00						
200	EMPLOYEE BENEFITS	500.00						
300 A	CONSULTANT SERVICES	1000.00						
B	COMMUNICATION SERVICES	1,000.00						
C	STAFF TRAVEL	2,500.00						
D	PERSONNEL DEVELOPMENT							
E	OTHER PURCHASED SERVICES	500.00						
400 A	OFFICE SUPPLIES	700.00						
B	INSTRUCTIONAL SUPPLIES	1,100.00						
	SUBTOTAL (Lines 1-9)	27300.00						
	INDIRECT COST ___% (Line 10)	1801.00						
500 A	OFFICE EQUIPMENT							
B	INSTRUCTIONAL EQUIPMENT							
C	OTHER CAPITAL EXPENDITURES							
800	OTHER EXPENSES							
75	TOTAL (Lines 10-15)	29,101.00						76

NOTES FROM THE DISCRETIONARY FUND MEETING, JUNE 23, 1983

Technical Assistance Project

Those Present: DuWayne Balken, Char Ryan, Martee Bushfield

The following summation indicates initial consensus of the three participants. Confirmation through the Minnesota State Department of Education will need to occur before this project is approved.

1. It was agreed that the project should continue and concentrate "piloting". This would occur from the end of August to the end of December.

2. Special net in Minnesota should be considered as a possible mode for implementation of the information.

3. Commitments will need to be made by the Directors of Special Education to have the teacher exchange productive.

4. The goals and objectives were defined, and Mr. Balken will make the adjustments on the initial draft to be submitted at the end of June.

5. A half-time teacher of the severely/profoundly handicapped will spend a percentage of his/her time promoting the project.

6. A consultant will be employed to continue to upgrade and present the project.

7. An explanatory meeting with the Directors of Regions V and VIII will be held.

Federal Programs Unit
743 Capitol Square · 550 Cedar
St. Paul, Mn. 55101

1. Project Title: Regional Technical Assistant Project

2. State Project No.

ne and Address of Grantee Organization

3. Project Funds Appr.: 17,664

4. Final Report: ☐ Yes ☒ No

5. Source of Funds: P.L. 94-142

6. Project Period (Month, Day, Year) FROM | | | TO | | |

7. Report Period (Month, Day, Year) FROM | | | TO 07 | 31 | 83

Status of Funds	PROGRAMS – FUNCTIONS – ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6) Total
Total expenditures previously reported	- 0 -					
Total program expenditures for current quarter including indirect costs	7,057.60					
Total program expenditures to date	7,057.60					
LESS Non-federal share of program expenditures						
Total federal share of program expenditures	7,057.60					
Total unpaid obligations						
LESS Non-federal share of unpaid obligations						
Federal share of unpaid obligations						
Total Federal share of expenditures and unpaid obligations	7,057.60					
Total federal funds approved	17,644.00					
Unobligated balance of Federal funds	10,606.40					

Name of person to call for report information:

DuWayne Balken

Executive Director
Title

(218) 739-3273
Telephone Number

10. Certification – I certify that to the best of my knowledge and belief this report is correct and complete and that all expenditures and unpaid obligations are for the purpose set forth in the grant award documents.

Name	Title	Telephone		
DuWayne Balken	Ex. Director	Area Code 218	Number 739-3273	Ext. 26

Signature of Authorized Official: D. Balken

Date Report is Submitted: 6-30-83

See reverse side for instructions

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1. PROJECT APPROVAL (For SEA Use Only)		
State Project No.	(b) Fisc. Year	(c) Funds Approved $
(d) Signature SEA Authorized Official		(e) Date Approved

2. TYPE OF FORM	CHECK ONE
(a) Application	X
(b) Application Amendment	
(c) Report	
(d) Report Amendment	

3. TYPE OF APPLICATION	CHECK ONE
(a) Single LEA	
(b) Cooperative	
(c) Consolidated	
(d) Joint Powers	

4. PROJECT DURATION	M	D	Y		M	D	Y
	07	01	83	TO	12	31	83

IDENTIFICATION

) Type of District

- [ ] Independent
- [ ] Common
- [ ] Special
- [X] Joint Powers

) District No.

5-920

) SERC Region

Letter | No.

4

6. ADMINISTRATIVE/FISCAL AGENT (APPLICANT AGENCY)

(a) NAME OF PROJECT ADMINISTRATOR — TITLE
DuWayne Balken — Executive Director

(b) NAME OF AGENCY
West Central Educational Cooperative Service Unit

(c) NUMBER AND STREET
205 East Lincoln

(d) CITY — (e) ZIP CODE
Fergus Falls, MN — 56537

(f) TELEPHONE	AREA CODE	NUMBER	EXTENSION
	218	739-3273	

(g) CONGRESSIONAL DISTRICT NUMBER → 7

(h) FEDERAL FUNDS REQUESTED
$ 17,664.00

7. PROJECT DIRECTOR (CONTACT PERSON)

(a) NAME OF PROJECT DIRECTOR — TITLE
DuWayne Balken, — Executive Director

(b) NAME OF SCHOOL OR AGENCY
West Central Educational Cooperative Service Unit

(c) NUMBER AND STREET
205 East Lincoln

(d) CITY — (e) ZIP CODE
Fergus Falls, MN — 56537

(f) TELEPHONE	AREA CODE	NUMBER	EXTENSION
	218	739-3273	

. PROJECT TITLE: IMPLEMENTATION-REGIONAL TECHNICAL ASSISTANCE PROJECT FOR PROGRAMS SERVING TMH STUDENTS

. CERTIFICATION: I certify that, to the best of my knowledge, the information contained in this Application is correct and complete, and that the agency named in Sections 5 and 6 above has authorized me, as its representative, to give all Assurances contained within this Application, and to file this Application.

(a) SIGNATURE OF AUTHORIZED REPRESENTATIVE (Section 6a): DuWayne Balken — DATE: 6-30-83

(b) TYPED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
DuWayne Balken, Executive Director

DEPARTMENT OF EDUCATION USE ONLY

A6	VENDOR NUMBER	TYPE V
INVOICE NUMBER		
ORGANIZATION	SEQUENCE NO	SUFF 01	DEPT P O NO	OBJECT
AMOUNT OF INVOICE	DATE PAYABLE	DATE CODE 1	DATE CODE 2
DAT CODE 3	DATE CODE 4	DATE CODE 5

I hereby certify that the goods or services covered by this claim have been received and rendered to the services have been performed, and are in accordance with specifications, and are in all respects true, just, correct, and payment therefor is hereby requested.

SYSTEM ASSIGNED VOUCH NO | DEPT AUTHORIZED SIGNATURE

Agency Type: 5	Agency No.: 5-926	Agency Name: WEST CENTRAL ECSU	City: FERGUS FALLS, MN 56537

DIRECTIONS: 1.) Confine response to area provided. 2.) Do not add additional pages.

1) **Why is this project needed?** The initial development of the resource list for severely and multiply handicapped students was generated in the FY83. The objectives of the initial proposal have been completed. It was the intent of the project to identify and coordinate individuals serving severely and profoundly handicapped children in Regions, I,II,IV. (SEE BACK PAGE)

2) **Who determined the project's need? - name, title, agency.**
The directors of special services in Region IV have specifically indicated a need in their individual programs. DuWayne Balken, director of the West Central Educaticnal Cooperative Service Unit has observed the needs as a director of the trainable mentally handicapped program in Fergus Falls Public Schools. (SEE BACK SIDE)

3) **Who will be served by the project? - age(s), disability(s), number(s), geographic area(s), etc.** Ages: School age 4-25 Disabilities: Severely/profoundly mentally handicapped, trainable mentally handicapped --this includes TMR students with accompanying disabilities such as visually impaired, hearing impaired, deaf-blind, physically impaired, socially maladjusted, language impaired. Geographic areas-educational coop. serv. units, Regs. I,II,IV (23,000 sq.miles). Personnel serving the above mentioned students and the students themselves would be the primary benefactors of this project.

4) **What services will the project provide?**
This project will serve the severely/profoundly handicapped students and personnel in Regions I,II, and IV. Through technical assistance exchange, a cost-effective approach to providing quality inservices will occur. In addition this project will provide timely accessability to technical assistance resources through the utilization of micro-computers. There is also an indication from other regions for replication and expansion of the project. (see attached)

5) **How will the services be provided?** The technical assistance personnel previously mentioned will be made available to direc service staff, support service staff, directors of special education, ECSU directors, superintendents and state departmen consultants. Inservices for the consultants and implementatio of the project will be provided through the coordination of the project director. Follow-up quality control will be an ongoing process. The services will be provided by telephone conversations,on-site teacher exchanges, or mailed, duplicated material.

6) **Who will provide the services? - include names(s), title(s) and agency name(s) whenever appropriate.**

DuWayne Balken, executive director of the West Central ECSU is the project director and will employ a part-time coordinator to coordinate the activities of the project.

7) **What timeline will the project's major service activities follow? - beginning, interim, ending.**

August - Specific project planning and scheduling.
September - Inservices for technical assistants
October - Actual teacher exchanges begin
November - Updating of the computer program
December - Directors' conferences to determine project effectiveness
January - 1) review of present program and possible connections with other computer programs
2) review possibility of project amendment and expansion for Jan. thru June, 1984.

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1) The individual regions have indicated an interest in pursuing the project for 1984.

2) Other directors of programs have indicated support to the further development of this project.

Minnesota State Department of Education

Fiscal Services Section
7th Floor, Capitol Square · 550 Cedar
St. Paul, Minnesota 55101

ED-00002-03
(6/24-48)

REQUEST FOR ADVANCE OR REIMBURSEMENT

SEE REVERSE SIDE FOR INSTRUCTIONS

1. FEDERAL/STATE PROGRAM	2. PROJECT NO.	3. TYPES OF PAYMENT REQUESTED	4. PROGRAM FUNDS APPROVED
Regional Technical Assistance Project		☒ ADVANCE ☐ FINAL ☐ REIMBURSEMENT ☐ PARTIAL	17,664

5. NAME OF GRANTEE ORGANIZATION	ADDRESS (STREET, CITY, STATE, ZIP)	6. PERIOD COVERED (MONTH, DAY, YEAR)
West Central ECSU	205 East Lincoln Fergus Falls, MN 56537	FROM: 07-01-83 TO: 07-31-83

7. COMPUTATION OF AMOUNT REQUESTED

PART I – DISBURSEMENTS FOR PAST QUARTER ENDING: 9-30-83

ITEMS	AMOUNT OF DISBURSEMENTS
a. Total program outlays to date as of	$ 7,057.60
b. LESS: Non-Federal share of program outlays (state aids, local expense)	- 0 -
c. Net program outlays	7,057.60
d. Total receipts	- 0 -
e. Cash on hand, end of period	$ (7,057.60)

PART II – ESTIMATED REQUIREMENTS FOR NEXT QUARTER:

MONTH GRANT CASH IS NEEDED	ESTIMATED AMOUNT NEEDED
a. Enter month:	$
b. Enter month	
c. Enter month	
d. Add (a, b, and c, PART III) – TOTAL	
e. LESS: Grant cash on hand at end of quarter (same as item e, PART I)	(7,057.60)
f. Net amount of cash required (item d minus e or d plus e)	$ (7,057.60)

REMARKS

DEPARTMENT OF EDUCATION USE ONLY

TRAN	VENDOR NUMBER	TYPE
A64		V

INVOICE NUMBER	ORGANIZATION

SEQ. NO	SUFF.	DEPT. P.O. / FIELD ORDER NO.
	01	

OBJECT	AMOUNT OF INVOICE
715	

SUB ACT	TASK	SUB TASK

COST / CLIENT CODE	FED REV

CERTIFICATION - I certify that to the best of my knowledge and belief this report is true in all respects and that all disbursements have been made for the purposes and conditions of the grant.

I hereby certify that the goods or materials covered by this claim have been inspected and received or the services have been performed, are in accordance with specifications and are in proper form, kind, amount, and quality, and payment therefor is hereby recommended.

NAME	TITLE	SYSTEM ASSIGN. REF. NO.	DEPT. AUTHORIZED SIGNATURE
DuWayne Balken	Executive Director		

SIGNATURE OF AUTH. OFFICIAL	PHONE (AREA CODE, NBR., EXT.)
DuWayne Balken	(218) 739-3273 26

DATE REPORT IS SUBMITTED
6-30-83